

Unit	Lesson name	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)
<a href="#">God: What does it mean if God is loving and holy?</a>	<a href="#">How do Christians view their relationship with God?</a>	1	To know that for Christians knowing God is a personal journey and a relationship not an intellectual exercise.	I can describe how Christians believe they can have a relationship with God (e.g. through prayer, worship, reading the Bible). I can explain that for Christians, knowing God is personal, not just about learning facts. I can give examples of how this relationship might affect a Christian's life.	I can explain why Christians see knowing God as a relationship rather than knowledge alone. i can make links between belief and practice (e.g. how prayer, trust, or faith show relationship). I can compare this idea with other ways of knowing (e.g. facts vs experience). i can offer a reasoned personal response or reflection.
	<a href="#">How does the Bible help frame what Christians believe about God?</a>	2	To identify some different types of Biblical texts. To know that Christians believe getting to know God is like getting to know a person rather than learning information. To know that Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.	I can identify different types of texts in the Bible (e.g. stories, poems, teachings, letters). i can describe what some of these texts show about what Christians believe God is like (e.g. powerful, knowing, eternal). I can state that Christians believe knowing God is a relationship, not just learning facts. I can give examples of how Christians might get to know God (e.g. prayer, reading the Bible, worship).	I can explain how different types of Biblical texts contribute to understanding God (e.g. stories show actions, Psalms show feelings, teachings show guidance). I can explain why Christians believe knowing God is relational rather than just intellectual. i can use theological vocabulary accurately (omnipotent, omniscient, eternal) and link it to belief. I can make connections between beliefs about God and why Christians worship Him. I can offer a reasoned response about different ways of knowing (facts vs relationship).
	<a href="#">Do all Christians believe God is holy and loving?</a>	3	To know that Christians believe God is both holy and loving. To know that Christians have to balance ideas that God is angered by sin but also loving and forgiving, and full of grace. To know that Christians do not all agree about what God is like but try to follow his path.	I can state that Christians believe God is loving and holy. I can describe what is meant by: God being loving (forgiving, caring, gracious) God being holy (set apart, perfect, against sin) i can recognise that Christians believe God can be angered by sin but also forgiving. I can identify that not all Christians describe God in exactly the same way.	i can explain the tension between God being holy (just, against sin) and loving (forgiving, gracious). I can explain why this balance is important in Christian belief (e.g. justice vs forgiveness). I can give examples of how different Christians might emphasise different aspects of God (e.g. some focus on judgement, others on grace). I can make links between beliefs about God and how Christians try to live (following God's path). I can offer a reasoned response about whether these ideas can fit together.
	<a href="#">How does belief about God impact architecture?</a>	4	To make connections between Bible texts studied and what Christians believe about God, eg how churches are designed. To know that Christians design churches in ways that reflect their beliefs about God: God is holy → grand spaces, high ceilings, quiet atmosphere God is loving and relational → welcoming layouts, seating together God is worthy of worship → altars, crosses, stained glass God is revealed in the Bible → artwork showing Biblical stories	I can identify features of a church (e.g. altar, cross, stained glass, seating). I can describe how some features link to what Christians believe about God (e.g. God is holy, loving, worthy of worship). I can make simple connections between Bible stories and church design (e.g. stained glass showing Bible stories). I can recognise that churches are designed to help Christians worship God.	I can explain how beliefs about God influence church design (e.g. holiness → awe-inspiring spaces, love → welcoming community spaces). I can make clear links between specific Biblical ideas and architectural features. I can explain differences in church design based on different Christian beliefs or traditions. I can evaluate how effective church design is in expressing beliefs about God. I can use theological vocabulary where appropriate (e.g. holy, worship, grace)

	<p><a href="#">How does belief about God impact worship?</a></p>	<p>5 To know that Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. To show how Christians put their beliefs into practise in worship. To know that Christians worship in different ways because they understand God differently: God as holy and powerful → formal services, silence, ritual (e.g. liturgy, Eucharist) God as loving and personal → informal worship, music, spontaneous prayer God revealed through tradition → structured services (e.g. Catholic, Orthodox) God known through the Bible → focus on preaching and teaching To appreciate that even though practices differ, Christians aim to follow God's path as they understand it through the Bible or Church teaching.</p>	<p>To describe different ways Christians worship (e.g. prayer, singing, reading the Bible, Eucharist). To recognise that not all Christians worship in the same way. To state that worship is influenced by what Christians believe about God. To give examples of how beliefs are put into practice in worship.</p>	<p>To explain how different beliefs about God lead to different styles of worship (e.g. holy → formal, personal → informal). To make connections between Bible teachings/Church authority and worship practices. To explain why Christians still aim to follow the same God despite differences. To compare different approaches to worship and what they show about belief. To offer a reasoned response about how effectively worship expresses belief.</p>
	<p><a href="#">Is it important that Christians believe God is holy AND loving?</a></p>	<p>6 To weigh up how Biblical ideas and teachings about God as holy and loving might make a difference in the world today. To know that for most Christians it is important that God is both loving and holy, because: Holiness → God is just, perfect, against wrongdoing Love → God is forgiving, compassionate, full of grace To know that together, these shape how Christians think the world should be (justice + forgiveness) Belief in a holy God → encourages justice, fairness, standing against wrong Belief in a loving God → encourages forgiveness, kindness, compassion Holding both together → motivates Christians to: help others forgive challenge injustice try to live morally</p>	<p>I can state that Christians believe God is both loving and holy. I can describe what these ideas mean (love = forgiving, holy = perfect/against sin). I can give examples of how these beliefs might influence actions in the world today (e.g. helping others, forgiving people, doing what is right). I can recognise that these beliefs can affect how Christians live.</p>	<p>I can weigh up (evaluate) why it is important that God is both loving and holy, Explain the impact of holding these ideas together (justice + forgiveness) I can make links between Biblical teachings and real-world actions I can consider different viewpoints (e.g. what if God was only loving or only holy?). I can offer a reasoned judgement about how these beliefs might influence the world today.</p>
<p><a href="#">Do you have to believe in God to be good? (additional unit)</a></p>	<p><a href="#">What is a worldview?</a></p>	<p>1 To know that a worldview is a set of beliefs and ideas about life, the world, and what is important. To identify different worldviews (e.g. religious and non-religious). To recognise that people's worldviews influence how they live and make decisions. To begin to reflect on their own ideas and how these might form a personal worldview.</p>	<p>I can define a worldview as a way of seeing and understanding the world. I can identify that everyone has a worldview (religious or non-religious). I can give examples of different worldviews (e.g. Christianity, Humanism). I can describe how a worldview can influence how someone lives or makes decisions.</p>	<p>I can explain how and why worldviews influence people's beliefs, values, and actions. I can compare different types of worldviews (religious and non-religious). I can recognise diversity within worldviews (e.g. not all Christians think the same). I can reflect on and articulate their own developing worldview with reasons. I can offer a reasoned response about how worldviews shape society or individuals.</p>
	<p><a href="#">What is 'good'?</a></p>	<p>2 To recognise that the word good means different things to different people. To think about how understanding what bad is helps us understand what good is.</p>	<p>I can recognise that the word "good" can mean different things to different people. I can give examples of what different people might think is good (e.g. being kind, following rules, helping others, being successful). I can identify examples of good and bad actions. I can describe how understanding what is bad can help explain what is good.</p>	<p>I can explain why people have different ideas about what is good (e.g. beliefs, experiences, culture, religion). I can explore the relationship between good and bad (e.g. opposites, linked ideas). I can compare different viewpoints about what is good. I can offer a reasoned judgement about what makes something good. I can reflect on their own viewpoint and justify it with reasons.</p>

	<a href="#">What do Buddhist beliefs tell them about humans and the world around them?</a>	3	To understand the story of Siddhartha Gautama and his discovery of the four noble truths.	I can retell the story of Siddhartha Gautama and how he became the Buddha. I can identify the Four Noble Truths as key Buddhist teachings. I can describe what Buddhists believe about human life (e.g. suffering is part of life). I can make simple links between the story and Buddhist beliefs about the world and human experience.	I can explain how Siddhartha's experiences led to his teachings about suffering and the Four Noble Truths. I can make clear links between the Four Noble Truths and Buddhist views of humans and the world. I can explain what Buddhists believe about human suffering and how it can be overcome. I can use key vocabulary accurately (e.g. suffering, desire, enlightenment, Buddha). I can begin to evaluate how these beliefs might influence how Buddhists live their lives.
	<a href="#">How do Buddhist beliefs impact on the way they live their lives?</a>	4	To know how these key beliefs impact their lives.	I can identify key Buddhist beliefs (e.g. Four Noble Truths, Eightfold Path). I can describe how these beliefs influence how Buddhists try to live (e.g. being kind, avoiding harm, mindfulness). I can give examples of actions Buddhists might take in daily life (e.g. meditation, helping others, following moral rules). I can make simple links between beliefs and behaviour.	I can explain how and why Buddhist beliefs shape lifestyle choices (e.g. reducing suffering leads to compassion and non-harm). I can make clear links between specific beliefs (Four Noble Truths / Eightfold Path) and actions. I can explain the impact of concepts such as karma, mindfulness, and compassion on daily life. I can compare how different Buddhists might interpret or live out these teachings. I can evaluate how far these beliefs might make a difference in the world today.
	<a href="#">What do the key humanist beliefs tell them about human beings and the world?</a>	5	To know that Humanists trust the scientific method and make ethical decisions on their basis of reasoning, empathy and a concern for human beings and animals.	I can identify key Humanist beliefs (e.g. no belief in God, importance of humans and science). I can describe that Humanists trust the scientific method to understand the world. I can state that Humanists make decisions using reasoning and empathy. I can give examples of Humanist values (e.g. kindness, fairness, caring for animals and the environment). I can make simple links between Humanist beliefs and how they view people and the world.	I can explain how Humanist beliefs shape their understanding of humans and the world. I can make clear links between the scientific method and how Humanists seek truth. I can explain why empathy and reason are important in making ethical decisions. I can compare Humanist views with religious worldviews (e.g. Christianity or Buddhism). I can evaluate how Humanist beliefs might influence behaviour and attitudes in society.
	<a href="#">How do the key humanist beliefs impact on the way humanists live their lives?</a>	6	To know that Humanists give meaning to their lives by seeking happiness and helping others to do the same.	I can identify key Humanist beliefs (e.g. no belief in God, importance of humans and reason). I can describe that Humanists aim to live happy, meaningful lives. I can state that Humanists try to help others be happy and live well. I can give examples of how Humanists might do this (e.g. kindness, fairness, helping others, caring for animals). I can make simple links between beliefs and how Humanists behave.	I can explain how Humanist beliefs about life and meaning influence their actions. I can make clear links between seeking happiness and ethical behaviour. I can explain why helping others is important in Humanism (e.g. empathy, shared human experience). I can compare Humanist ideas about meaning with religious views of meaning in life. I can evaluate how Humanist beliefs might influence society or personal choices.
<b>Creation: Creation and science - conflicting or complimentary?</b>	<a href="#">What is Genesis 1 all about?</a>	1	To outline the importance of Creation on the timeline of the 'big story' of the Bible. To identify what type of text some Christians say Genesis 1 is, and its purpose. To make clear connections between Genesis 1 and the Christian belief of God as Creator.	I know Genesis 1 is the basis of the Christian belief of God the Creator. I understand the importance of Creation on the 'big story' of the Bible. I can make connections between Genesis 1 and the Christian belief that God as Creator.	I can explain how Genesis 1 shows Christians that God is the Creator and why this belief is central to Christian faith. I can analyse why Creation is important in the big story of the Bible, linking it to ideas of purpose, relationship and responsibility. I can make thoughtful connections between Genesis 1 and Christian beliefs about God's power, care, and ongoing involvement with the world today. I can compare different Christian interpretations of Genesis 1 and explain how they still support the belief that God is Creator. I can evaluate why believing God is the Creator influences how Christians think about humans, the world, and their actions.

<p><a href="#">Was the world really created in seven days?</a></p>	<p>2</p>	<p>To know there are different views about how the world was started. To know there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. To know these debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? To take account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p>	<p>I can describe different views about how the world began. I can explain that there is debate between the Genesis creation accounts and scientific explanations. I can recognise that these debates depend on how Genesis is interpreted. I can suggest what Genesis 1 might mean and describe how some Christians understand it.</p>	<p>I can explain why Christians may interpret Genesis 1 in different ways (e.g. literal or poetic). I can compare religious and scientific accounts and explain why some people think they do or do not conflict. I can take account of the context of Genesis 1 and evaluate what message it was intended to give. I can explain how different interpretations of Genesis 1 affect the debate between faith and science.</p>
<p><a href="#">Why was Genesis 1 written?</a></p>	<p>3</p>	<p>To take account of context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. To identify what type of text some Christians say Genesis 1 is, and its purpose. To know that there is much debate and controversy about the relationship between the account of creation in Genesis and contemporary scientific accounts. To know that these controversies relate to the purpose and interpretation of the text.</p>	<p>I know Christians interpret Genesis in different ways. I understand the purpose of Genesis 1, by thinking about when and why it was written. I can identify what type of text Genesis 1 is according to some Christians (e.g. not a science report). I can explain the main message Genesis 1 gives about God and creation. I know there is controversy between the Christian view of creation and the scientific view. I know this controversy comes from how Genesis 1 is interpreted.</p>	<p>I can explain why Christians interpret Genesis 1 in different ways and what this shows about the text. I can use knowledge of when and why Genesis 1 was written to explain its purpose. I can justify why some Christians say Genesis 1 is not a science report but a different type of text. I can clearly explain the main message of Genesis 1 about God, creation and humanity. I can analyse why there is controversy between Christian and scientific views of creation. I can explain how different interpretations of Genesis 1 lead to different views about science.</p>
<p><a href="#">How is God the Creator reflected in the arts?</a></p>	<p>4</p>	<p>To know some ways in which God the Creator is celebrated through art and music.</p>	<p>I can describe ways Christians celebrate God as Creator through art and music. I can recognise that Harvest celebrations thank God for creation. I can identify how songs and hymns express belief in God as Creator. I can describe how artists respond to the beauty of the natural world.</p>	<p>I can explain how art and music communicate Christian beliefs about God as Creator. I can analyse how lyrics and images (e.g. in hymns and songs) express awe, praise and thanksgiving for creation. I can make connections between Harvest celebrations and artistic responses to creation. I can evaluate how effective different forms of art or music are in expressing belief in God as Creator.</p>
<p><a href="#">Can a scientist be a Christian?</a></p>	<p>5</p>	<p>To show understanding of why many Christians find science and faith go together. To know that there are many scientists throughout history and now who are Christians. To know that the discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>	<p>I can explain why many Christians believe science and faith can work together. I can identify that some scientists in the past and today are Christians. I can describe how scientific discoveries can increase Christian wonder about God as Creator. I can recognise that science and religion ask different types of questions.</p>	<p>I can explain how and why Christians see science as helping them understand God's creation. I can use examples of Christian scientists to support the idea that someone can be both a scientist and a believer. I can analyse how scientific discoveries can deepen Christian beliefs about God's power and majesty. I can evaluate different viewpoints about whether science and faith conflict or complement each other.</p>
<p><a href="#">Creation and science - conflicting or complimentary?</a></p>	<p>6</p>	<p>To identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. To weigh up how far the Genesis 1 creation narrative is in conflict, or is complimentary, with a scientific account. To show understanding of why many Christians find science and faith go together.</p>	<p>I can identify key ideas from Genesis 1 and say why some Christians find them helpful or inspiring. I can describe similarities and differences between the Genesis 1 creation story and scientific accounts. I can explain why many Christians believe science and faith can work together. I can give my own response to Genesis 1, with a simple reason.</p>	<p>I can evaluate how far the ideas in Genesis 1 are helpful or inspiring, clearly justifying my views. I can weigh up whether Genesis 1 conflicts with or complements scientific explanations, using evidence. I can explain in detail why many Christians see science and faith as answering different questions. I can consider more than one viewpoint and reach a balanced conclusion about science and belief</p>

<p><a href="#">Life Journey Christianity: How do Christians show they belong? (ADDED)</a></p>	<p><a href="#">What is the Christian worldview about God?</a></p>	<p>1</p> <p>To explain that Christians believe God created the world and humans, and that humans were separated from God by the first sin (the Fall). To explain how Christians believe Jesus bridges the gap between humans and God To describe what Christians believe about God e.g., loving, all-powerful. To describe the Christian belief in the Trinity: God the Father, God the Son, God the Holy Spirit (Creator / Saviour / Helper). To explain how the Christian understanding of God influences the way Christians live and feel part of a community.</p>	<p>I can explain that Christians believe God created the world and humans, and that humans were separated from God by the first sin (the Fall). I can explain that Christians believe Jesus bridges the gap between humans and God. I can describe what Christians believe about God, for example that he is loving and all-powerful. I can describe the Christian belief in the Trinity: God the Father (Creator), God the Son (Saviour), God the Holy Spirit (Helper). I can explain how the Christian understanding of God influences the way Christians live and feel part of a community.</p>	<p>I can explain how the story of the Fall shows why humans need God and how it shapes Christian ideas about responsibility and sin. I can analyse how Jesus' life, death, and resurrection allow Christians to restore their relationship with God and live according to his plan. I can explain how God's qualities, such as being loving and all-powerful, affect the way Christians live, worship, and relate to others. I can explain how the Trinity shows the different ways God is involved in the world and in human lives, and how it helps Christians understand God's nature. I can analyse how belief in God as Creator, Saviour, and Helper shapes Christian actions, choices, and sense of belonging in the church and wider community.</p>
	<p><a href="#">What do Christians believe about human beings?</a></p>	<p>2</p> <p>To recap the creation story in Genesis 1 and 2, identifying key characters and events. To recap the different ways the Christian creation story can be interpreted. To explain that Christians believe humans are made in God's image and are loved by God. To suggest possible meanings or morals from the creation story (e.g., humans have a special role, God created the world with purpose) To consider how this belief affects Christians' responsibilities to themselves, others, and the world.</p>	<p>I can recap the creation story in Genesis 1 and 2, identifying the key characters (God, Adam, Eve) and main events. I can describe some of the different ways Christians interpret the creation story (e.g., literal or symbolic). I can explain that Christians believe humans are made in God's image and are loved by God. I can suggest possible meanings or morals from the creation story, such as humans having a special role or the world being created with purpose. I can describe how this belief might affect the way Christians behave towards themselves, other people, and the world.</p>	<p>I can explain how different interpretations of Genesis 1 and 2 (literal, symbolic, or theological) influence Christian beliefs about humans and the world. I can analyse the significance of humans being made in God's image and how this affects Christian understanding of human value and responsibility. I can explain possible morals of the creation story and evaluate how they guide Christian actions and attitudes. I can explain in detail how belief in humans' special role affects Christians' responsibilities to themselves, others, and the wider world. I can make connections between Christian beliefs about humanity and beliefs from other religions or worldviews, noticing similarities and differences.</p>
	<p><a href="#">How does the rite of passage of baptism support the feeling of belonging?</a></p>	<p>3</p> <p>To explain why Christians describe God as three persons (Father, Son, Holy Spirit) but still one God To identify Bible passages that refer to the Trinity (e.g., Jesus' baptism Matthew 3:13-17, The Grace 2 Corinthians 13:14). To explain how these texts help Christians understand God as Trinity. To identify symbols in the texts (e.g., the dove) that point to the Trinity. To describe what happens in a Christian baptism. To explain how baptism makes Christians feel part of God's family and the wider church community.</p>	<p>I can explain that Christians describe God as three persons (Father, Son, Holy Spirit) but still one God. I can identify Bible passages that refer to the Trinity (e.g., Jesus' baptism Matthew 3:13-17, The Grace 2 Corinthians 13:14). I can explain how these texts help Christians understand God as Trinity. I can identify symbols in the texts (e.g., the dove) that point to the Trinity. I can describe what happens in a Christian baptism. I can explain how baptism makes Christians feel part of God's family and the wider church community.</p>	<p>I can explain in detail how and why God is understood as three-in-one and how this helps Christians understand God's nature. I can analyse Bible passages that refer to the Trinity and explain how the words and symbols help Christians understand God. I can evaluate the importance of symbols (e.g., the dove) in helping Christians express and understand abstract ideas about God. I can explain in detail how each part of a baptism ceremony reflects Christian beliefs about God and belonging. I can analyse how baptism strengthens a Christian's relationship with God and their sense of belonging to the wider church community. I can make connections between belief in the Trinity and Christian practice, showing how beliefs influence living and worship.</p>

<p><a href="#">How does the rite of passage of confirmation support the feeling of belonging?</a></p>	<p>4</p>	<p>To make connections between physical strength (in the structure) and spiritual strength (in Christian belief). To explain what the Christian sacrament of confirmation is. To describe what happens in a Christian confirmation in at least one denomination. To identify key symbols or actions in confirmation, such as the laying on of hands, and explain their meaning. To explain how confirmation strengthens a person's relationship with God and commitment to the Christian faith. To identify biblical texts or references that connect with the sacrament of confirmation.</p>	<p>I can make connections between physical strength (in a structure) and spiritual strength (in Christian belief). I can explain what the Christian sacrament of confirmation is. I can describe what happens during a Christian confirmation service. I can identify key symbols or actions in confirmation, such as the laying on of hands, and say what they mean. I can explain that confirmation strengthens a person's relationship with God and their commitment to the Christian faith. I can identify biblical texts or references that connect with the sacrament of confirmation.</p>	<p>I can analyse how the idea of physical strength can help Christians understand spiritual strength and commitment. I can explain in detail the purpose and significance of confirmation in the Christian life. I can explain how each part of the confirmation service reflects Christian beliefs and values. I can analyse the meaning of key symbols and actions, such as the laying on of hands, and how they help Christians experience God's presence. I can explain how confirmation deepens a Christian's relationship with God and shapes their actions and responsibilities. I can evaluate how biblical texts and references are used to guide understanding of the sacrament of confirmation and its role in Christian life.</p>
<p><a href="#">How does the rite of passage of marriage support the feeling of belonging?</a></p>	<p>5</p>	<p>To identify words in the Nicene Creed that relate to the Christian belief in God as Trinity. To explain the relationship between Father, Son, and Holy Spirit at the heart of Christian belief. To identify biblical texts or references that connect with the sacrament of marriage. To describe the Christian marriage ceremony and its key symbols. To explain how marriage represents commitment, community, and belonging to God and each other. To make connections between marriage and the Christian understanding of God as Trinity. To explain what a covenant is and how it relates to Christian understanding of marriage. To explain how the sacrament of marriage affects individuals and the Christian community. To reason about the statement: "Marriage is a way in which Christians can try to understand God as the Trinity" and explain whether I agree or disagree. To give reasons for my point of view and acknowledge other perspectives.</p>	<p>I can identify words in the Nicene Creed that relate to the Christian belief in God as Trinity. I can explain the relationship between Father, Son, and Holy Spirit at the heart of Christian belief. I can identify biblical texts or references that connect with the sacrament of marriage. I can describe the Christian marriage ceremony and its key symbols. I can explain how marriage represents commitment, community, and belonging to God and each other. I can make simple connections between marriage and the Christian understanding of God as Trinity. I can explain what a covenant is and how it relates to Christian understanding of marriage. I can explain in general how the sacrament of marriage affects individuals and the Christian community. I can state my view about whether marriage helps Christians understand God as Trinity. I can give reasons for my point of view and recognise that other people might have different opinions.</p>	<p>I can analyse the words in the Nicene Creed to show how they reveal Christians' belief in God as Trinity. I can explain in detail how the Father, Son, and Holy Spirit work together and relate to Christian life. I can evaluate biblical texts and explain how they support the Christian understanding of marriage. I can explain the meaning of the key symbols in the marriage ceremony and how they show commitment and belonging. I can analyse how marriage represents commitment, community, and belonging to God and to each other. I can explain and make connections between the sacrament of marriage and the Christian understanding of God as Trinity. I can explain the concept of a covenant in depth and show how it applies to marriage and Christian life. I can explain in detail how the sacrament of marriage affects individuals and the wider Christian community. I can reason logically about the statement: "Marriage is a way in which Christians can try to understand God as the Trinity" and justify my point of view. I can evaluate different perspectives on this statement and explain why people might agree or disagree.</p>
<p><a href="#">How do Christians show they belong?</a></p>	<p>6</p>	<p>To identify rituals in Christianity that mark important moments in a person's life (e.g., baptism, confirmation, marriage). To begin to compare these rituals with other religious and non-religious traditions. To explain the purpose of these rituals in helping people feel part of a community. To explain key vocabulary, beliefs, and practices associated with Christian rituals of belonging. To describe how these rituals express Christian beliefs about God, humanity, and community. To reflect on why rituals are important in helping people feel part of a community or tradition and help them grow in their faith.</p>	<p>I can identify Christian rituals that mark important moments in a person's life (e.g., baptism, confirmation, marriage). I can begin to compare Christian rituals with those in other religious or non-religious traditions. I can explain the purpose of these rituals in helping people feel part of a community. I can explain key vocabulary, beliefs, and practices associated with Christian rituals of belonging. I can describe how Christian rituals express beliefs about God, humanity, and community. I can reflect on why rituals are important in helping people feel part of a community or tradition.</p>	<p>I can analyse how Christian rituals connect to beliefs about God, humans, and community. I can compare Christian rituals in detail with those from other religious or non-religious traditions and explain similarities and differences. I can explain how rituals help people develop a sense of identity, belonging, and faith. I can evaluate the importance of rituals for individuals and communities, giving reasons for my ideas. I can explain how participation in rituals helps Christians grow in their faith and strengthen their relationship with God and others.</p>

<a href="#">Life Journey Hindu / Islam Living: How do Hindus and Muslims show they belong?</a>	<a href="#">What do Muslims believe about Allah and harmony?</a>	1	<p>To know that Muslims believe in the oneness and uniqueness of God (Tawhid). To know that Muslims believe that God made everything in harmony and as he wanted it to be.</p>	<p>I can identify that Muslims believe in the oneness and uniqueness of God (Tawhid). I can state that Muslims believe God is the creator of everything. I can describe that Muslims believe the world was created in harmony by Allah. I can give simple examples of harmony in the world (e.g. nature, balance in creation). I can make simple links between belief in Allah and how Muslims understand the world.</p>	<p>I can explain how belief in Tawhid shapes Muslim understanding of the world. I can make clear links between belief in Allah's oneness and ideas of order and harmony in creation. I can explain why harmony in creation leads Muslims to believe Allah is powerful and purposeful. I can use key vocabulary accurately (e.g. Tawhid, creator, harmony, purpose). I can begin to evaluate how this belief might influence how Muslims treat the world (e.g. responsibility, care for creation).</p>
	<a href="#">What do Muslims believe about human beings, the straight path (shariah) and guidance?</a>	2	<p>To know that Muslims believe that God has given human beings special rights and responsibilities. To know that God has provided humans with guidance on how to follow the straight path.</p>	<p>I can identify that Muslims believe Allah has given human beings rights and responsibilities. I can state that Muslims believe Allah provides guidance for humans to live rightly. I can describe what the "Straight Path" means (living according to Allah's guidance). I can give examples of guidance Muslims follow (e.g. Qur'an teachings, prayer, moral behaviour). I can make simple links between belief in guidance and how Muslims try to live.</p>	<p>I can explain how belief in Allah as guide shapes Muslim understanding of human life and purpose. I can make clear links between the Straight Path and daily actions/choices. I can explain why humans need guidance according to Muslim belief (e.g. to live morally and avoid wrongdoing). I can use key vocabulary accurately (e.g. Allah, Qur'an, guidance, Straight Path, responsibility). I can begin to evaluate how following the Straight Path might influence behaviour in modern life.</p>
	<a href="#">Can I give evidence about my views? (linked to previous two lessons)</a>	3	<p>To show a clear process of reasoning giving evidence to support my views.</p>	<p>I can express their own opinion clearly on a given question or statement. I can give at least one reason for their view. I can use simple evidence or examples to support their ideas. I can begin to explain their thinking in a logical way. I can listen to others' views and respond respectfully.</p>	<p>I can develop a clear line of reasoning that builds logically. I can use relevant evidence, examples, or beliefs to support their view. I can explain why their reasons are strong or convincing. I can consider different viewpoints and respond to them thoughtfully. I can draw a justified conclusion based on evidence.</p>
	<a href="#">What is the lived reality of Mr Kotwal?</a>	4	<p>To know that Muslim rites of passage reinforce the idea of following the straight path and a sense of community.</p>	<p>I can identify key Muslim rites of passage (e.g. birth ceremonies, Shahadah, marriage, funeral). I can describe how these rites of passage are important in a Muslim's life. I can state that Muslims believe in following the Straight Path. I can recognise that rites of passage help Muslims feel part of a community (Ummah). I can make simple links between rites of passage and Muslim beliefs about life and guidance.</p>	<p>I can explain how rites of passage reinforce belief in the Straight Path. I can make clear links between Muslim beliefs (e.g. guidance from Allah, Ummah) and lived practices. I can explain the importance of community in supporting Muslims throughout life. I can use key vocabulary accurately (e.g. Shahadah, Ummah, Straight Path, commitment). I can begin to evaluate how these rites of passage shape identity and belonging for Muslims.</p>
	<a href="#">How does Brahman, Samsara and the Trimurti contribute to the Hindu worldview?</a>	5	<p>To know that for Hindus Brahman is the life force in all things but doesn't have human qualities. To know that the Trimurti helps them better understand Brahman.</p>	<p>I can identify that Hindus believe in Brahman as the ultimate reality or life force. I can state that Brahman is present in all things but does not have human qualities. I can identify the Trimurti (Brahma, Vishnu, Shiva) as important aspects of Hindu belief. I can describe that the Trimurti helps Hindus understand Brahman in different ways. I can recognise that Samsara is the cycle of life, death, and rebirth.</p>	<p>I can explain how Brahman, Samsara and the Trimurti work together in the Hindu worldview. I can make clear links between abstract belief (Brahman) and more understandable forms (Trimurti). I can explain why Hindus use the Trimurti to help understand Brahman. I can use key vocabulary accurately (Brahman, Trimurti, Samsara, creation, preservation, destruction). I can begin to evaluate how these beliefs shape Hindu understanding of life and existence.</p>

	<a href="#">How do atman, karma, dharma and moksha contribute to the Hindu worldview?</a>	6	<p>To know that the Hindu worldview involves samsara, atman, moksha, dharma and karma.</p>	<p>I can identify key Hindu concepts: Atman, Karma, Dharma, Moksha, Samsara.  I can describe that Hindus believe life is a cycle of rebirth (Samsara).  I can state that Atman is the soul and is part of Brahman.  I can give simple definitions of:  Karma = actions and their consequences  Dharma = duty / right way of living  Moksha = liberation from the cycle of rebirth  Make simple links between beliefs and how Hindus try to live.</p>	<p>I can explain how Atman, Karma, Dharma, Moksha and Samsara connect as a worldview.  I can make clear links between actions (karma), duty (dharma), and future rebirth (samsara).  I can explain why following dharma and good karma is important for achieving moksha.  I can use key vocabulary accurately and confidently.  I can begin to evaluate how these beliefs influence daily life choices and moral behaviour.</p>
	<a href="#">What are Hindu responsibilities?</a>	7	<p>To show a clear process of reasoning, using evidence from Hindu beliefs (such as dharma and karma) to explain what Hindu responsibilities are and why they matter.</p>	<p>I can identify that Hindus believe they have responsibilities (duties) in life.  I can describe key ideas such as dharma (duty/right way of living).  I can give examples of Hindu responsibilities (e.g. being kind, telling the truth, caring for family, avoiding harm).  I can give at least one reason for their opinion about why these responsibilities matter.  I can use simple examples or evidence to support their ideas.</p>	<p>I can explain how Atman, Karma, Dharma, Moksha and Samsara connect as a worldview.  I can make clear links between actions (karma), duty (dharma), and future rebirth (samsara).  I can explain why following dharma and good karma is important for achieving moksha.  I can use key vocabulary accurately and confidently.  I can begin to evaluate how these beliefs influence daily life choices and moral behaviour.</p>
	<a href="#">What is the lived reality of a Hindu? (rites of passage)</a>	8	<p>To know what rites of passage Hindus mark.</p>	<p>Identify key Hindu rites of passage (e.g. birth ceremonies, naming ceremony, marriage, death rituals)  Describe what happens in some Hindu rites of passage in simple terms  State that these ceremonies mark important stages in life  Recognise that rites of passage are important for Hindu identity and community  Make simple links between Hindu beliefs (e.g. dharma, samsara, karma) and life ceremonies</p>	<p>I can explain the purpose and meaning of Hindu rites of passage in relation to beliefs.  I can make clear links between rites of passage and key Hindu ideas (e.g. samsara, karma, dharma, moksha).  I can explain why these ceremonies are important for identity, duty, and spiritual journey.  I can use key vocabulary accurately (e.g. samsara, ritual, dharma, community, belief).  I can compare how different rites of passage reflect Hindu beliefs about life and the soul.  I can begin to evaluate how these rituals support Hindu worldview and belonging.</p>
	<a href="#">Do humanists mark rites of passage?</a>	9	<p>To know that five core features that Humanists follow.  To know what rites of passage Humanists mark.  To understand how Humanists mark rites of passage when they are not religious.</p>	<p>I can identify key Humanist beliefs and values (e.g. reason, empathy, happiness, science, human welfare).  I can describe that Humanists are not religious but still have important values and beliefs.  I can identify some Humanist rites of passage (e.g. naming ceremonies, weddings, funerals).  I can describe how Humanists mark important life events in non-religious ways.  I can give examples of Humanist ceremonies and what they involve (e.g. readings, promises, celebrations).  I can make simple links between Humanist beliefs and how they celebrate life events.</p>	<p>I can explain how the five core Humanist values influence their way of life and ceremonies (e.g. reason, empathy, evidence, responsibility, happiness/wellbeing).  I can make clear links between Humanist beliefs and how they design rites of passage.  I can explain why Humanists create non-religious ceremonies and what these achieve.  I can use key vocabulary accurately (e.g. Humanism, secular, ceremony, meaning, community).  I can compare Humanist rites of passage with religious ones (e.g. Christian or Hindu).  I can evaluate how Humanist ceremonies give meaning without religion.</p>

	<a href="#">How do different people (religious and non-religious) welcome a new baby?</a>	10	<p>To recognise diversity within the celebration of life events.</p> <p>To make comparisons between birth rites in different religious and non-religious worldview communities.</p> <p>To know that Muslim rites of passage reinforce the idea of following the straight path and a sense of community.</p> <p>To know that the Hindu samskaras link to their key beliefs.</p>	<p>I can recognise that different religious and non-religious communities welcome babies in different ways</p> <p>I can identify examples of birth ceremonies in different worldviews (e.g. Muslim Aqiqah, Hindu samskaras, Humanist naming ceremony).</p> <p>I can describe what happens in simple terms during these ceremonies.</p> <p>I can state that Muslim rites of passage help reinforce the Straight Path and belonging to the Ummah (community).</p> <p>I can state that Hindu samskaras are linked to beliefs such as karma, dharma, and samsara.</p> <p>I can make simple comparisons between different ways babies are welcomed.</p>	<p>I can explain similarities and differences between birth ceremonies across worldviews.</p> <p>I can make clear links between beliefs and practices (e.g. Islam → Straight Path and Ummah, Hinduism → samsara and karma, Humanism → human values and relationships).</p> <p>I can explain why welcoming a baby is important in different traditions.</p> <p>I can use key vocabulary accurately (e.g. samskara, Ummah, worldview, secular, rite of passage).</p> <p>I can compare and evaluate how different beliefs shape the meaning of welcoming a new baby.</p> <p>I can draw reasoned conclusions about the importance of rituals in marking life events.</p>
	<a href="#">How do marriage ceremonies in different religious and non-religious traditions connect with making promises?</a>	11	<p>To recognise diversity within the celebration of life events.</p> <p>To consider how rites of passage link to promises.</p> <p>To identify key features, similarities and differences within marriage ceremonies held by different religious and non-religious world view communities.</p> <p>To know that Muslim rites of passage reinforce the idea of following the straight path and a sense of community.</p> <p>To know that the samskaras link to their key beliefs.</p>	<p>I can recognise that different religious and non-religious communities celebrate marriage in different ways.</p> <p>I can identify key features of marriage ceremonies (e.g. vows, rings, promises, blessings, readings).</p> <p>I can describe that marriage involves making promises/commitments between two people.</p> <p>I can state that Muslim marriage ceremonies reinforce the idea of following the Straight Path and belonging to the Ummah (community).</p> <p>I can state that Hindu samskaras are linked to key beliefs such as dharma, karma, and samsara.</p> <p>I can make simple comparisons between marriage ceremonies in different worldviews.</p>	<p>I can explain similarities and differences between marriage ceremonies across worldviews.</p> <p>I can make clear links between beliefs and promises in each tradition (e.g. Islam → Straight Path and Ummah, Hinduism → samsara and dharma, Humanism → human values and commitment).</p> <p>I can explain why promises are important in marriage ceremonies.</p> <p>I can use key vocabulary accurately (e.g. vows, samskara, Ummah, commitment, worldview, secular).</p> <p>I can compare and evaluate how different beliefs shape the meaning and purpose of marriage.</p> <p>I can draw reasoned conclusions about the importance of promises in human relationships.</p>
	<a href="#">How are religious and non-religious beliefs and rites of passage linked?</a>	12	<p>To make connections between beliefs and rites of passage.</p> <p>To know that some people believe religious claims are important an some people do not.</p> <p>To be able to show a clear process of reasoning gicing evidence to support their views.</p>	<p>I can make simple connections between beliefs and rites of passage in different worldviews.</p> <p>I can identify examples of rites of passage (e.g. birth, marriage, coming of age, death) in religious and non-religious traditions.</p> <p>I can describe that people may have different views about religious beliefs (some believe they are important, others do not).</p> <p>I can give at least one reason for their ideas about why rites of passage matter.</p> <p>I can use simple examples to support their views.</p>	<p>I can explain clear links between beliefs and the design/meaning of rites of passage across worldviews.</p> <p>I can show a clear line of reasoning using evidence from religious and non-religious practices.</p> <p>I can explain why some people value religious beliefs while others do not, and how this affects ceremonies.</p> <p>I can compare and evaluate different viewpoints about the importance of rites of passage.</p> <p>I can draw a justified conclusion supported by examples and evidence.</p>