

Religious Education - Progression of Key Knowledge and Skills



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Myself My Life People special to me	My sense My special things Special books	People who help us Our community	Special times Stories Welcome	The natural world Belonging Special Places	Welcome Friendship
Reception - People, Culture and Communities	F4 Being special: where do we belong? Religion: Thematic	F2 Why is Christmas special for Christians? Celebrating: How do we celebrate special times? Unit of Work Religion: Christianity	F3 Why is Easter special for Christians? Religion: Christianity	F6 Which stories are special and why? Religion: Thematic	F5 Which places are special and why? Religion: Thematic	F1 Why is the word 'God' so important to Christians? Religion: Christianity
	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.</p> <p>Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate different times in different ways.</p> <p>Recognise some similarities and differences between life in this county and life in other countries.</p> <p>Has a wider understanding of the wider world and draws comparisons between own local environment/ community and other places.</p>	<p>ELG People, Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>ELG People, Culture and Communities Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>			

1.1 What do Christians believe God is like? [God]

Religion: Christianity

Progression of Skills**Make sense of belief:**

- Identify what a parable is
- Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father
- Give clear, simple accounts of what the story means to Christians

Understand the impact:

- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)
- Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)

Make connections:

- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
 - Give a reason for the ideas they have and the connections they make
- Key Vocabulary: God, parable, belief, worship, Christian, bible, Jesus**

1.3 Why does Christmas matter to Christians? [Incarnation]

Religion: Christianity

Progression of Skills**Make sense of belief:**

- Recognise that stories of Jesus' life come from the Gospels
- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians

Understand the impact:

- Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas

Make connections:

- Think, talk and ask questions about Christmas for people who Christians are and for people who are not
- Decide what they personally have to be thankful for, giving a reason for their ideas.

Key Vocabulary: Incarnation, Christmas, Nativity, advent**1.5 Why does Easter matter to Christians? [Salvation]**

Religion: Christianity

Make sense of belief:

- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)

Understand the impact:

- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter

Make connections:

- Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.

Key Vocabulary: Salvation, Easter, Holy Week**1.9 How should we care for the world and for others, and why does it matter?**

Religion: Thematic

Make sense of belief:

- Identify a story or text that says something about each person being unique and valuable
 - Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)
 - Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world
- Understand the impact:**
- Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories
 - Give examples of how Christians and Jews can show care for the natural earth
 - Say why Christians and Jews might look after the natural world
- Make connections:**
- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world
 - Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

Key Vocabulary: belief, Christian, Jew, Muslim, care, zakah (almsgiving) in Islam; tzedaka (charity) in Judaism.**1.4 What is the 'good news' Christians believe Jesus brings? [Gospel]**

Religion: Christianity

Make sense of belief:

- Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'
- Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians
- Recognise that Jesus gives instructions to people about how to behave

Understand the impact:

- Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless
- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)

Make connections:

- Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.

Key vocabulary: Gospel, Christian, bible, Jesus, community, "good news"**1.10 What does it mean to belong to a faith community?**

Religion: Thematic

Make sense of beliefs:

- Recognise that loving others is important in lots of communities
- Say simply what Jesus and one other religious leader taught about loving other people

Understand the impact:

- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean
- Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)

Make connections:

- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences
- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

Key vocabulary: community, belonging, welcoming, Christian, Jew, Muslim, baptism

Year 2

1.2 Who do Christians say made the world? [Creation]

Religion: Christianity

Make sense of belief:

- Retell the story of creation from Genesis 1:1–2:3 simply
- Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible
- Say what the story tells Christians about God, Creation and the world

Understand the impact:

- Give at least one example of what Christians do to say ‘thank you’ to God for Creation

Make connections:

- Think, talk and ask questions about living in an amazing world
- Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.

Key vocabulary: creation, creator, bible, “Big story”, Christian, Jew, Muslim

1.8 What makes some places scared to believers?

Religion: Thematic

Make sense of belief:

- Recognise that there are special places where people go to worship, and talk about what people do there
- Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean
- Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship

Understand the impact:

- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
- Give simple examples of how people worship at a church, mosque, or synagogue
- Talk about why some people like to belong to a sacred building or a community

Make connections:

- Think, talk, and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas
- Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

1.6 Who is Muslim and how do they live? Part 1 & Part 2.

[Double unit] [God/Tawhid, Iman (faith), Ibadah (worship), Akhirah (life after death), Akhlaq (virtue/morality)]

Religion: Islam

Make sense of belief:

- Recognise the words of the Shahadah and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean
- Give examples of how stories about the Prophet show what Muslims believe about Muhammad

Understand the impact:

- Give examples of how Muslims use the Shahadah to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- Give examples of how Muslims put their beliefs about prayer into action

Make connections:

- Think, talk about and ask questions about Muslim beliefs and ways of living
- Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

Key vocabulary: Muslim, Shahadah. Allah, Prophet Muhammad, Ramadan, God, Tawid, iman

1.7 Who is Jewish and how do they live?

[God/Torah/the People] [double unit]

Religion: Judaism

Make sense of belief:

- Recognise the words of the Shema as a Jewish prayer
- Retell simply some stories used in Jewish celebrations (e.g. Chanukah)
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like

Understand the impact:

- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)

Make connections:

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

Key vocabulary: Jewish, Shabbat, Shema, Chanukah, Sukkot, Torah, God, people

		Key vocabulary: sacred, worship, belief, church, synagogue, mosque/masjid		
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L2.1 What do Christians learn from the Creation story?

Religion: Christianity

Make sense of belief:

- Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’
- Make clear links between Genesis 1 and what Christians believe about God and Creation
- Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world

Understand the impact:

- Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways)
- Describe how and why Christians might pray to God, say sorry and ask for forgiveness

Make connections:

- Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today

Key vocabulary: Christian, non-Christian, creation, God, pray.

L2.2 What is it like for someone to follow God?

Religion: Christianity

Make sense of belief:

- Make clear links between the story of Noah and the idea of covenant

Understand the impact:

- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony

Make connections:

- Make links between the story of Noah and how we live in school and the wider world.

Key Vocabulary: people of God, promises, covenant, bible, Old Testament, new testament

L2.5 Why do Christians call the day Jesus died ‘Good Friday?’

Religion: Christianity

Make sense of belief:

- Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live
- Offer informed suggestions about what the events of Holy Week mean to Christians
- Give examples of what Christians say about the importance of the events of Holy Week

Understand the impact:

- Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities
- Describe how Christians show their beliefs about Jesus in worship in different ways

Make connections:

- Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions.

Key vocabulary: Christian. Holy Week, Good Friday, Salvation, Easter, Gospel

L2.6 For Christians, when Jesus left, what was the impact of Pentecost?

Religion: Christianity

Make sense of belief:

- Make clear links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth
- Offer informed suggestions about what the events of Pentecost in Acts 2 might mean
- Give examples of what Pentecost means to some Christians now

Understand the impact:

- Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now
- Describe how Christians show their beliefs about the Holy Spirit in worship

Make connections:

- Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.

Key vocabulary: Christian, Kingdom of God, Pentecost, Holy Spirit

L2.8 What does it mean to be Hindu in Britain today?

Religion: Hinduism

Understand the impact:

- Describe how Hindus show their faith within their families in Britain today (e.g. home puja)
- Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)
- Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)

Make sense of belief:

- Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean
- Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (dharma)

Make connections:

- Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.

Key vocabulary: Hindu, dharma, home puja, mandir, arti, bhajans, Sanatan Dharma, Hinduism

L2.7 What do Hindus believe God is like?

Religion: Hinduism

Make sense of belief:

- Identify some Hindu deities and say how they help Hindus describe God
- Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God
- Offer informed suggestions about what Hindu murtis express about God

Understand the impact:

- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)
- Identify some different ways in which Hindus Worship

Make connections:

- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today
- Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.

Key Vocabulary: Hindu, Diwali, deities, Brahman, atman, murtis

	<p>L2.4 What kind of world did Jesus want?</p> <p>Religion: Christianity</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’ Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. <p>Key vocabulary: Gospel, Christian, disciples</p>	<p>L2.3 What is the ‘Trinity’ and why is it important for Christians?</p> <p>Religion: Christianity</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live <p>Make connections:</p> <ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, clearly expressing some ideas of their own about what Christians believe God is like. <p>Key vocabulary: Christian, God, incarnation, Trinity, Gospel, baptism, worship, bible</p>	<p>L2.10 How do festivals and family life show what matters to Jewish people?</p> <p>Religion: Judaism</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas. <p>Key vocabulary: God, Torah, the people, Jews, forgiveness, Rosh Hashanah and Yom Kippur, Pesach/Passover</p>	<p>L2.9 How do festivals and worship show what matters to a Muslim?</p> <p>Religion: Islam</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) <p>Understand the impact:</p> <ul style="list-style-type: none"> Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. <p>Key vocabulary: Muslim, Ibadah, prayer, fasting, harmony</p>	<p>L2.12 How and why do people try to make the world a better place?</p> <p>Religion: Thematic</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils’ own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. <p>Key vocabulary: tikkun olam (mending the world) and tzedaka, Jew, Christian, Muslim, zakah, commandments</p>	<p>L2.11 How and why do people mark the significant events of life?</p> <p>Religion: Thematic</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and nonreligious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today. <p>Key vocabulary: belief, ceremonies, religious, non-religious, rituals, Christian, Hindu, Jew</p>
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Progression of Skills Abbey Park Middle School

Aims in RE: A progression grid	5	6	7
<p>Know about & Understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</p>	<p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p>	<p>Outline Christian, Hindu and/or non-religious beliefs about life after death (A1). Describe and make connections between examples of religious creativity (buildings and art) (A1). Make connections between beliefs and behaviour in different religions (A1). Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</p>	<p>Explain and interpret a range of understandings of worship (A1)</p>
<p>Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;</p>	<p>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Outline Jesus' teaching on how his followers should live (A2). Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p>	<p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p>	<p>Give a supported view as to how radical Jesus' views towards women were (A2). Give a supported view as to how radical Jesus' views towards wealth and poverty were (A2). Explain how welcoming and charitable actions can be seen as worship (A2)</p> <p>Explain how ancient spiritual practices still sustain believers (A2).</p>
<p>Know about & Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;</p>	<p>Make connections between how believers feel about places of worship in different traditions (A3).</p>	<p>Make connections between how believers feel about places of worship in different traditions (A3).</p>	<p>Appreciate what is good about being a teenage Sikh, Buddhist or Muslim in Britain today and appraise what challenges are involved (A3).</p>
<p>Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p>	<p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). Explain the impact Jesus' example and teachings might have on Christians today (B1). Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p>		<p>Express insight into the question of how radical Jesus was, in the light of different views (B1).</p>

<p>Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;</p>	<p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Describe the forms of guidance a</p>	<p>Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Explain some similarities and differences between beliefs about life after death (B2). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</p>	
<p>Express and communicate B3. Appreciate and appraise varied dimensions of religion;</p>	<p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). Select and describe the most important functions of a place of worship for the community (B3).</p>	<p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). Select and describe the most important functions of a place of worship for the community (B3). Show understanding of the value of sacred buildings and art (B3). Describe some Christian and Humanist values simply (B3). Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p>	<p>Consider the question of who Jesus came to save and evaluate a variety of answers (B3). Consider the key question and evaluate a variety of answers (B3)</p>
<p>Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</p>	<p>Present different views on why people believe in God or not, including their own ideas (C1). Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p>	<p>Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p>	

<p>Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;</p>		<p>Apply ideas about values and from scriptures to the title question (C2).</p>	
<p>Gain & deploy skills: C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>	<p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p>	<p>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).</p>	<p>Express insight into the purpose of worship, in light of different views (C3) Investigate and explain what Sikh, Buddhist or Muslim teenagers say about Western values and express their own views (C3).</p>