



# Religious Education Skills Progression

All Saints Primary School	School Aims		Links to other subjects / curriculum areas:
	As a Church of England School, we place a strong emphasis on our Christian values, which, in turn, form the spine of our school ethos and the interactions between each other. We hope that all pupils at All Saints embrace these values and understand their importance in helping them to be a kind, considerate, upstanding member of our school, church and village community, and also in wider society. This complements the school's aims in Religious Education, which intend to help children understand diversity in religion and beliefs and the significance of their own personal spirituality. This should support them to be understanding, tolerant and respectful of others and their beliefs, as well as offer the opportunity to develop each individual's personal spirituality, faith and relationship with God.		<ul style="list-style-type: none"> <li>English – Speaking &amp; Listening opportunities discussing and exploring beliefs and cross-curricular writing</li> <li>PSHE Education – exploring beliefs, practices and the culture linked to faiths being studied</li> <li>Art &amp; D&amp;T – topic-related artwork/projects</li> <li>Computing – using IT and computer software to explore topics.</li> </ul>
	National Curriculum		Links to learning in EYFS
	<p>The national curriculum in England (September 2013) Key stages 1 and 2 framework document states:</p> <p><i>2.1 Every state-funded school must offer a curriculum which is balanced and broadly based and which:</i></p> <ul style="list-style-type: none"> <li><i>promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society</i></li> </ul> <p><i>2.3 All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage</i></p> <p>At All Saints, we have adopted a curriculum for Religious Education, based on the <b>Understanding Christianity</b> materials and the <b>Emmanuel Project</b> RE resources. This curriculum has been chosen to extend children's thinking and understanding of Christianity, through making sense of the text, understanding the impact and making connections, whilst offering opportunities for digger deeper and posing questions to deepen children's understanding. Our study of world major faiths follows an 'engage, enquire, explore, evaluate, express' model, which enables pupils to learn about key concepts in religion, relating these to their own experiences, and offering a deeper and more memorable understanding of beliefs and practices.</p>		<p><b>People, culture and communities:</b></p> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members.</li> <li>They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>They 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.</li> </ul> <p><b>Understanding the World:</b></p> <ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to places, objects, materials and living things.</li> </ul>



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	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Understanding Christianity</u>  Making sense of the text	<u>Communication &amp; Language</u> - children listen and respond during whole class discussions and small group interactions (C&L) - children make comments and ask questions to clarify understanding (C&L) - children participate in discussions offering their own ideas and using newly introduced vocabulary (C&L) - Show sensitivity to their own and to others' needs (PS&ED) <u>Understanding the World</u> - understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG Past & Present) - 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; (ELG People, Culture & Communities)	<u>By the end of Key Stage 1, pupils will be able to:</u> <ul style="list-style-type: none"><li>Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible.</li><li>Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave.</li><li>Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation.</li><li>Give clear, simple accounts of what the texts mean to Christians.</li></ul>	<u>By the end of Lower Key Stage 2, pupils will be able to:</u> <ul style="list-style-type: none"><li>Order at least five key concepts within a timeline of the Bible's 'big story'.</li><li>List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter.</li><li>Make clear links between biblical texts and the key concepts studied.</li><li>Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians.</li></ul>	<u>By the end of Key Stage 2, pupils will be able to:</u> <ul style="list-style-type: none"><li>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.</li><li>Identify at least five different types of biblical texts, using technical terms accurately.</li><li>Explain connections between biblical texts and the key concepts studied, using theological terms.</li><li>Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</li></ul>			
Understanding the impact		<ul style="list-style-type: none"><li>Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities.</li><li>Give at least three examples of how Christians put their beliefs into practice in church worship.</li></ul>	<ul style="list-style-type: none"><li>Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities.</li><li>Describe how Christians show their beliefs in worship and in the way they live.</li></ul>			<ul style="list-style-type: none"><li>Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world.</li><li>Show how Christians put their beliefs into practice in different ways; for example, in different denominations.</li></ul>	
Making connections	<u>Expressive Arts and Design</u> - invent, adapt and recount narratives and stories with peers and their teacher - sing...and perform songs, rhymes poems and stories. (ELG Being Imaginative and Expressive)	<ul style="list-style-type: none"><li>Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.</li></ul>	<ul style="list-style-type: none"><li>Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.</li><li>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</li></ul>			<ul style="list-style-type: none"><li>Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.</li><li>Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.</li></ul>	

<p><b>God</b></p>	<ul style="list-style-type: none"> <li>• The word God is a name.</li> <li>• Christians believe God is Creator of the universe.</li> <li>• Christians believe God made our wonderful world and so we should look after it.</li> </ul>		<ul style="list-style-type: none"> <li>• Christians believe in God, and that they find out about God in the Bible.</li> <li>• Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this.</li> <li>• Christians worship God and try to live in ways that please him.</li> </ul>				<ul style="list-style-type: none"> <li>• Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</li> <li>• Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace.</li> <li>• Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love.</li> <li>• 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.</li> <li>• Christians believe getting to know God is like getting to know a person rather than learning information.</li> </ul>
<p><b>Creation/Fall</b></p>	<ul style="list-style-type: none"> <li>• The word God is a name.</li> <li>• Christians believe God is Creator of the universe.</li> <li>• Christians believe God made our wonderful world and so we should look after it.</li> </ul>	<ul style="list-style-type: none"> <li>• God created the universe.</li> <li>• The earth and everything in it are important to God.</li> <li>• God has a unique relationship with human beings as their Creator and Sustainer.</li> <li>• Humans should care for the world because it belongs to God.</li> </ul>		<ul style="list-style-type: none"> <li>• God the Creator cares for the creation, including human beings.</li> <li>• As human beings are part of God's good creation, they do best when they listen to God.</li> <li>• The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').</li> <li>• This means that humans cannot get close to God without God's help.</li> <li>• The Bible shows that God <i>wants</i> to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.</li> </ul>			<ul style="list-style-type: none"> <li>• There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</li> <li>• 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?</li> <li>• There are many scientists throughout history and now who are Christians.</li> <li>• The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</li> </ul>

				<ul style="list-style-type: none"> <li>Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</li> </ul>			
People of God					<ul style="list-style-type: none"> <li>The Old Testament tells the story of a particular group of people, the children of Israel – known as the People of God – and their relationship with God.</li> <li>The People of God try to live in the way God wants, following his commands and worshipping him.</li> <li>They believe he promises to stay with them and Bible stories show how God keeps his promises.</li> <li>The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God.</li> <li>Christians believe that, through Jesus, all people can become the People of God.</li> </ul>	<ul style="list-style-type: none"> <li>The Old Testament pieces together the story of the people of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God.</li> <li>The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.</li> <li>Christians apply this idea to living today by trying to serve God and to bring freedom to others: for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.</li> <li>Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God: for example, as salt and light in the world.</li> </ul>	
Incarnation	<ul style="list-style-type: none"> <li>Christians believe God came to Earth in human form as Jesus.</li> <li>Christians believe Jesus came to show that all people are precious and special to God.</li> </ul>	<ul style="list-style-type: none"> <li>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</li> <li>Christians celebrate Jesus' birth, and Advent for Christians is</li> </ul>	<p><i>Digging Deeper:</i></p> <ul style="list-style-type: none"> <li>Recognise that incarnation is part of the 'Big Story' of the Bible.</li> <li>Tell the story of the birth of Jesus and recognise the link with incarnation – Jesus is 'God on Earth'.</li> <li>Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and</li> </ul>	<ul style="list-style-type: none"> <li>Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</li> <li>Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created</li> </ul>	<p><i>Digging Deeper:</i></p> <ul style="list-style-type: none"> <li>Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.</li> <li>Offer suggestions for what texts about God might mean.</li> <li>Give examples of what the texts studied mean to some Christians.</li> <li>Describe how Christians show their beliefs about God the Trinity in the way they live.</li> </ul>	<ul style="list-style-type: none"> <li>Jesus was Jewish.</li> <li>Christians believe Jesus is God in the flesh.</li> <li>They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</li> <li>The Old Testament talks about a 'rescuer' or 'anointed one' - a messiah. Some texts talk about what this 'messiah' would be like.</li> </ul>	

		a time for getting ready for Jesus' coming.	<p>carols to celebrate Jesus' birth.</p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</li> </ul>	<p>art to help to express this belief.</p> <ul style="list-style-type: none"> <li>Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah).</li> <li>Christians see Jesus as their Saviour.</li> </ul>	
<b>Gospel</b>		<ul style="list-style-type: none"> <li>Christians believe Jesus brings good news for all people.</li> <li>For Christians, this good news includes being loved by God, and being forgiven for bad things.</li> <li>Christians believe Jesus is a friend to the poor and friendless.</li> <li>Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</li> </ul>	<p><i>Digging Deeper:</i></p> <ul style="list-style-type: none"> <li>Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful.</li> <li>Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.</li> <li>Describe how Christians show their beliefs: for example, thanking God in prayer.</li> <li>Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs and prayer, in their church communities and their own lives.</li> <li>Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first.</li> <li>Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.</li> <li>Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour.</li> <li>Christians try to be like Jesus – they want to know him better and better.</li> <li>Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</li> </ul>	<p><i>Digging Deeper:</i></p> <ul style="list-style-type: none"> <li>List two distinguishing features of a parable.</li> <li>Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.</li> <li>Offer some ideas about the meaning of the Good Samaritan story to Christians.</li> <li>Make simple links between the Good Samaritan story and the importance of charity in Christian life.</li> <li>Give some examples of how Christians act to show that they are following Jesus.</li> <li>Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.</li> <li>Christians see that Jesus' teachings and example cut across expectations – the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</li> <li>Christians believe that Jesus' good news not only transforms lives now, but also points toward a restored, transformed life in the future (See Salvation and Kingdom of God).</li> <li>Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</li> </ul>	
<b>Salvation</b>	<ul style="list-style-type: none"> <li>Christians remember Jesus' last week at Easter.</li> <li>Jesus' name means 'He saves'.</li> <li>Christians believe Jesus came to show God's love.</li> <li>Christians try to show love to others.</li> </ul>	<ul style="list-style-type: none"> <li>Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.</li> <li>Christians believe Jesus builds a bridge between God and humans.</li> <li>Christians believe Jesus rose from the dead, giving people hope of a new life.</li> </ul>	<p><i>Digging Deeper:</i></p> <ul style="list-style-type: none"> <li>Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</li> <li>Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).</li> <li>Give at least three examples of how Christians show their</li> </ul>	<ul style="list-style-type: none"> <li>Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</li> <li>The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</li> <li>Christians today trust that Jesus really did</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> <li>The Gospels give accounts of Jesus' death and resurrection.</li> <li>The New Testament says that Jesus' death was somehow 'for us'.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>The Gospels give accounts of Jesus' death and resurrection.</li> <li>Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of</li> </ul>

			<p>beliefs about Jesus as saviour in church worship.</p> <ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</li> </ul>	<p>rise from the dead, and so is still alive today.</p> <ul style="list-style-type: none"> <li>Christians remember and celebrate Jesus' last week, death and resurrection.</li> </ul>		<ul style="list-style-type: none"> <li>Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.</li> <li>Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</li> <li>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.</li> </ul>	<p>God, but also that death is not the end.</p> <ul style="list-style-type: none"> <li>This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</li> </ul>
Kingdom of God					<ul style="list-style-type: none"> <li>Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now. ('Your kingdom come, you will be done on earth as it is in heaven'.)</li> <li>Christians believe Jesus is still alive, rules in their hearts and lives through the Holy Spirit, if they let him.</li> <li>Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</li> <li>Christians celebrate Pentecost, as the beginning of the Church.</li> <li>Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</li> </ul>		<ul style="list-style-type: none"> <li>Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</li> <li>The parables suggest that there will be a future Kingdom, where God's reign will be complete.</li> <li>The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</li> <li>Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</li> </ul>



<p><b>World Major Faiths</b></p> <p><b>Emmanuel Project</b></p> <p><b>Text/Narrative</b></p>	<p><i>Including an encounter with...</i></p> <ul style="list-style-type: none"> <li>• A Muslim whispering Allah in a baby's ear</li> <li>• A Muslim story: Muhammad and the Ants</li> <li>• A Sikh story: Har Gobind and the 52 Princes</li> <li>• A Buddhist story: The Monkey King</li> <li>• Hindus celebrating at Raksha Bandhan</li> <li>• Tu be Shevat: the Jewish 'Birthday of Trees'</li> </ul>	<p><b>Judaism</b></p> <p>Know that Jewish stories contain examples of Good deeds.</p> <p>Remember all, or parts of, the story of Ruth.</p> <p>Say at the end of the creation story God rested.</p> <p>Retell the story of Jonah and begin to talk about its possible meanings.</p> <p>Remember that the Torah is the most important book for Jewish people given by God. It was written down by a great leader called Moses.</p> <p>Recall some of the stories of Moses e.g. 10 commandments or his birth</p>	<p><b>Islam</b></p> <p>Recognise that the names 'Allah' and 'Muhammad' are important to Muslims.</p> <p>Suggest why the words of the Bismillah are important to Muslims.</p> <p>Tell a story about Muhammad and say what it teaches a Muslim about compassion.</p> <p>Recall some different names of Allah e.g. the doer of good, the generous, which show what a Muslim believes about God.</p>	<p><b>Sikhism</b></p> <p>Understand that Guru means teacher and the purpose of a Guru to share the light of God.</p> <p>Describe what a Sikh might learn from stories of Guru Nanak.</p> <p>Understand the significance of Ik Onkar as representing the Sikh belief in one god.</p> <p>Describe what Sikhs might learn about God or how to live from the story of Guru Amar Das and the Emperor.</p>	<p><b>Hinduism</b></p> <p>Begin to describe what Hindus might learn from one of the stories of the Panchatantra about living the right way.</p> <p>Describe what a Hindu might learn from the story of Rama and Sita.</p> <p>Understand that some Hindus read from the Gita every day for guidance, comfort and advice.</p> <p>Explain some key teachings Hindus hold about Brahman / Atman linking these to religious texts.</p>	<p><b>Judaism</b></p> <p>Describe a part of the Exodus story</p> <p>Describe what Jewish people might learn from the stories of Noah or Abraham about a covenant with God.</p> <p>Explain what the burning bush story in Exodus teaches about holiness.</p>	<p><b>Buddhism</b></p> <p>Retell the story of Buddha's enlightenment.</p> <p>Explain how and why a Buddhist uses the image of a lotus to explain beliefs about growing towards enlightenment.</p> <p>Explain Buddhist teachings including reference to the four noble truths.</p> <p>Show how Buddhists express their belief that the Buddha is a refuge and guide by referring to the story of Angulimala.</p>
<p><b>Community Practice</b></p>		<p>Know that Jewish people welcome babies into their community.</p> <p>Know that Jewish families have a day of rest every week.</p> <p>That at the start of Shabbat, a special meal, candles are lit and blessings said.</p> <p>Describe that for Jewish people new year is about saying sorry and making changes.</p> <p>Say that the Torah is kept in a synagogue or in a special ark.</p> <p>Know the Torah contains rules.</p>	<p>Use the words 'fasting' and 'sharing' to talk about what Muslims do during Ramadan.</p>	<p>Describe how and why Sikhs show the Granth the respect due to a living guru and how this is like or different from how other holy books are treated.</p> <p>Describe some similar things Sikhs do when they come to the gurdwara for worship and those which demonstrate equality.</p> <p>Describe how the names 'kaur' and 'singh' show the belief that all Sikhs are equal, valued and united.</p>	<p>Explain that Hindus are encouraged to perform acts of selfless kindness.</p> <p>Describe some things Hindus do to celebrate Rama and Sita's commitment to duty and describe how Hindus celebrate Diwali.</p> <p>Attempt to explain why Hindu children are encouraged to 'Be as Rama' or 'as Sita.'</p> <p>Express the importance role of devotion or those who follow the Bhakti pathway.</p> <p>Explain the different ways Hindus explain their ideas of God.</p>	<p>Describe some different customs and practices Jewish people have as part of their Pesach (Passover) celebrations.</p> <p>Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending.</p>	<p>Use the right religious words to describe different practices of</p> <p>Buddhists in search of enlightenment on the Eightfold Path. Describe the Eightfold Path as techniques for overcoming suffering.</p> <p>Explain how the Buddha's teachings (dharma) help Buddhists journey along the path.</p>

<p><b>Living</b></p>		<p>Know that Jewish people care for their world.</p> <p>Describe what some Jewish people wear when they pray.</p> <p>Describe what happens in a synagogue at Yom Kippur.</p> <p>Remember that a mezuzah contains important words for Jewish people (the Shema).</p> <p>Demonstrate how a mezuzah is used by Jewish people.</p>	<p>Recall how Muslims prepare for and celebrate Eid-ul-Fitr.</p>	<p>Understand how a Sikh will listen to the true Guru through chanting and meditating.</p> <p>Explain and describe the practice of the langar.</p>	<p>Know that even Hindu children must learn to take responsibility for gathering good karma. Explain how belief in the Hindu God differs from that of monotheistic religions. List how belief in Brahman affects a Hindu's diet and their attitude to animals. Give examples of how Hindus express beliefs and feelings about Krishna.</p>	<p>Explain what happens at Shavuot.</p> <p>Give examples of what the Torah says about living a holy life.</p>	<p>Describe the use and importance of stillness and meditation.</p> <p>Evaluate the role of the Buddhist community.</p> <p>Use the right religious words to describe the practices and experiences of Buddhists belonging to the Sangha, both lay and monastic.</p> <p>Explain how members of the Sangha support each other at the festival of Wesak.</p>
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