



Learning Map – Religious Education

Specifying the cumulative concepts, knowledge and skills to be taught in this subject

How to use this Learning Map

- The LM outlines the learning objectives that must be taught across the three strands of Religious Education. Making sense of beliefs, making connections and understanding the impact. These objectives should form the basis of your planning and can be paced across the unit of work.
- When planning, start by looking at the children's learning from the previous year group – i.e. teachers in Y1/2 should start by considering the children's learning in FS; teachers in Y3/4 by considering FS and 1/2; teachers in Y5/6 consider all previous learning and also look towards KS3 and the foundation that they will need in order to access that next stage.
- This content must be **re-visited** and the Precise Knowledge Goals **assessed** to ensure the children don't have any gaps in their knowledge and understanding. If they do, these must be addressed first. This is likely to require a personalised approach for individual children. And remember, *simply teaching it again isn't enough* – they need to **understand** and **remember** it.
- The LM does not specify the entire content of what you will teach, or all of the key vocabulary that will be required. If you can add any of this detail to the LM as you go along, this can then be incorporated for future use. This is still a working document which can be enhanced and improved, and any comments or recommendations will be welcomed.
- The key vocabulary that you require children to learn must be age-appropriate in choice and quantity. Key Vocabulary for the Opening Worlds units can be found at the beginning of each unit.
- Vocabulary must be displayed prominently and set as spelling homework until children learn the correct spellings fluently. Children should not spell these key words incorrectly and must be able to talk confidently about what these words and phrases mean.
- The concept of 'Religious Education' must be very high profile throughout. Begin by teaching the children what these terms mean, to ensure they understand.
- It must be taught, assessed throughout the block of work, and assessed more formally at the end of the block of work. Children in Y1, Y3 & Y5 should be on track to achieve these learning goals, while almost all children in Y2, Y4 & Y6 should achieve them fully. Evidence of assessment throughout should be present in their workbooks.

Manor Primary 2024-2025 onwards – phased introduction of opening worlds						
Year 1 and 2 to follow programme for RE Linked to New 2024-2029 RE Syllabus for Devon						
Year group/Term	1 Autumn A	2 Autumn B	3 Spring A	4 Spring B	5 Summer A	6 Summer B
EYFS	Following seasonal themes and religious celebrations as part of knowledge and understanding of the world .					
Year 1	Unit 1.1 GOD: What do Christians believe God is Like?	<u>1.3</u> INCARNATION: Why does Christmas matter to Christians?	1.7 Who is Jewish and how do they live? (PART 1)	1.8 What makes some places sacred to believers? Christians/Muslims and Jews	1.6 Who is Muslim and how do they live? (PART 1)	1.10 What does it mean to belong to a faith community? Christians/Muslims /Jews and non-religious world views
YEAR 2	Unit 1.2 CREATION: Who do Christians say made the world	<u>1.4</u> GOSPEL: What is the good news Jesus brings?	1.7 Who is Jewish and how do they live? (PART 2)	1.5 SALVATION: Why does Easter matter to Christians?	1.6 Who is Muslim and how do they live? (PART 2)	1.9 How should we care for the world and for others, and why does it matter? Christian/ Jews and non- religious world views
YEAR 3 Opening worlds Yr 3 Year 2024-2025	Hinduism 1 A Hindu Story	Hinduism 2 More Hindu stories	Hinduism 3 Living with Hindu Traditions	Judaism 1 The Hebrew Bible Abraham, Isaac and Jacob	Judaism 2 Joseph, Moses and the Exodus	Judaism 3 The Kings, the temple and living as a Jew
Year 4 Opening worlds Yr 4 Year 2024-2025	Christianity 1 The family of Jesus	Christianity 2 The birth of Jesus	Christianity 3 The life and teaching of Jesus	Christianity 4 The death and resurrection of Jesus	Christianity 5 The message of Jesus	Islam 1 Ramadan
YEAR 5 Opening worlds 4 until 2025-2026	Islam 2 the story of the prophets	Islam 3 Living as a Muslim	Christian traditions and practices	Buddhism 1	Buddhism 2	Sikhism
YEAR 6 Opening worlds Yr4 – 5 until 2026-2027	Synoptic view of 2 major families of religion	Changing religion in Britain over time Christianity	Changing religion in Britain over time The big picture	Changing religion in Britain over time Judaism	Deepening Understanding of religious traditions through religious art, music and literature	

What is Religious education?

The principle aims of **Religious Education** is to explore what people believe and what difference this makes to how they live, so that pupils can gain knowledge, understanding and skills needed to handle questions raised by religion and belief reflecting on reflecting on their own ideas and ways of living.

The Three Strands of Religious Education

Making Sense of Beliefs

- Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- Explain how and why these beliefs are understood in different ways, by individuals and within communities
- Recognise how and why the sources of authority, (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

Making Connections

- Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses.
- Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments.
- Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding.

Understanding the Impact

- Examine and explain how people express their beliefs in diverse ways.
- Recognise and account for ways in which people put their beliefs into actions in diverse ways, in their everyday lives, within their communities and in the wider world.
- Appreciate and appraise the significance of different ways of life and ways of expressing meaning

Key Learning outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Unit 1.2 Who do Christians say made the world?	Who is Muslim and how do they live? (PART 2) Revisit concepts from part 1 in more depth see syllabus	Hinduism 1: A Hindu story: Rama and Sita	Christianity 1 – The family of Jesus	Islam 2	Synoptic overview of the origins of two major families of religion
Autumn A	<p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> 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 <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> Give at least one example of what Christians do to say ‘thank you’ to God for Creation <p><u>Make connections:</u></p> <ul style="list-style-type: none"> 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 	<p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God. Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> 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 Give examples of how Muslims put their beliefs about prayer into action <p><u>Make connections:</u></p> <ul style="list-style-type: none"> 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 	<p><u>Ancient stories.</u></p> <p>What is the Ramayana and what is the context?</p> <p>Retell the story of Rama and Sita</p> <p>Who is Vishnu?</p> <p>What are the meanings of the story of Rama and Sita in Hindu tradition, focusing on (i) dharma; (ii) light</p> <p>What does the story of Rama and Sita mean to Hindu people?</p>	<p>Paint a picture of the Roman province of Judea in first century BC.</p> <p>Look at New Testament stories: Jesus’s family origins, focus on New Testament stories that link with the Old Testament and Judaism and concept of Messiah (‘the Christ’)</p> <p>Look at the symbolic, cultural and religious importance of Temple in Jerusalem in 1st C Judaism.</p> <p>Why are these stories important to Christians?</p> <p>How have Christians shown their importance in their drama, art and music?</p> <p>Discuss the strong emphasis on diverse cultural depictions of Jesus in art.</p>	<p>Share Stories from the Qur’an and Muslim tradition, including: Stories of the prophets: Adam, Nuh, Ibrahim, Musa, Suleyman, Dawud The Valley of the Ants</p> <p>What can Muslims learn from these stories, both in the past and today?</p> <p>Where can these stories be found and how have they been passed on?</p> <p>What are the continuities and contrasts in stories within different faiths?</p> <p>In the Abrahamic tradition What do Muslim peoples learn from their stories?</p>	<p>Abrahamic religions (Judaism, Christianity, Islam) and Dharmic religions (Hinduism, Buddhism and Sikhism).</p> <p>Overview: on origins (comparisons of place, culture, stories, time, beliefs) plus one or two issues only (e.g worship or justice).</p>

	Unit 1.4 What is the 'good news' Christians say Jesus brings?	INCARNATION: Why does Christmas matter to Christians?	Hinduism 2: More Hindu stories	Christianity 2: The birth of Jesus	Islam 3 Living as a Muslim in contrasting traditions	Changing Religion
Autumn 1B	<p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> 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 	<p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> Recognize 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 	<p>Who is Vishnu and what are his avatars</p> <p>1 – story of Manu and Matsya the fish Meaning and role of the Vedas – importance of sacred knowledge in Hinduism (through Manu/Matsya story).</p> <p>Look at ancient texts in Hinduism, including epics (revisit Ramayana) Identify Vishnu's symbols</p>	<p>Share the new Testament stories: birth of Jesus (Matthew and Luke's Gospels) The nativity story The shepherds' story The Wise Men (the Epiphany) Herod and the killing of the infants</p> <p>Why are these stories important to Christians?</p> <p>How have Christians shown their importance in their drama, art and music?</p>	<p>What are the five pillars of Islam (Sunni)</p> <p>What are the ten obligatory acts (Shia)</p> <p>Focus on the hajj and its relationship with stories learned in Islam 2</p> <p>How is tradition important in the lives and worship of Muslims?</p>	<p>Look at the changing religion in Britain over time Christianity and the diverse nature of Christianity in modern Britain</p>
	<p><u>Understand the impact:</u></p> <p>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</p> <p>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)</p>	<p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas 	<p>What are the origins of Hinduism in Indus Valley/Hinduism as a sacred religion</p> <p>Vishnu and his avatars 2 – Krishna and Arjuna on the battlefield: Look at the teachings of the Bhagavad Gita What do Hindus learn from Vishnu's stories and symbols?</p>	<p>How do Christians express their beliefs about Jesus at Christmas time?</p>		
	<ul style="list-style-type: none"> <u>Make connections</u> 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 	<ul style="list-style-type: none"> <u>Make connections:</u> Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas. 				

Key Learning outcomes	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring 1A	Unit: 1.10 What does it mean to belong to a faith community	Who is Jewish and how do they live? (PART 2)	Hinduism 3: Even more Hindu stories	Christianity 3 - Life and teachings of Jesus	Christian traditions and practices Christianity around the world	Changing religion in Britain over time
	<u>Make sense of beliefs:</u> <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people 	<u>Make sense of belief:</u> <ul style="list-style-type: none"> 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 remind Jews about what God is like Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) 	<p>Read Ganesha stories and discuss their meanings</p> <p>Look at Parvati and Shiva - family in Mount Kailash</p> <p>Learn about the festival of Teej</p> <p>What is the role of women in Hinduism?</p> <p>What is a Puja ceremony?</p> <p>Identify Puja in Hindu stories</p> <p>Listen to Hindu people talk about their beliefs and practices.</p> <p>Optional visit to Hindu temple and/or people</p> <p>How do Hindus show their devotion?</p>	<p>Investigate the life of Jesus and its meaning for Christians</p> <p>Look at the New Testament stories: Jesus in the Temple Jesus is baptised, tempted Disciples, Sermon on the Mount , Miracles of Jesus, Parables of Jesus and the transfiguration of Jesus.</p> <p>Identify why these stories are important to Christians?</p> <p>How have Christians shown their importance in their drama, art and music?</p> <p>How does the life and teaching of Jesus affect the way in which Christians live?</p>	<p>Look at Britain (inc Wales – chapels and churches)</p> <p>Make links to Christianity in South America</p> <p>Visits local churches</p> <p>Conduct interviews with Christians from various traditions (Anglican, Baptist, Pentecostal , Catholic)</p> <p>How do art, architecture and music in various cities, towns and villages in Britain reflect the experiences, quests and challenges of these diverse traditions?</p> <p>How are Christian beliefs and practices around the world similar and different?</p>	<p>Discuss the big picture: spread of religions linked to demographic change.</p> <p>Examine religious traditions in two British communities with strong links with two different parts of the world (e.g. focus could be Islam and Hinduism, or Alevism and Christianity.</p> <p>Discuss an overview in reference to religious traditions and worldviews existing beyond these two families and/or as offshoots of these two families</p>
	<u>Understand the impact:</u> <ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony. 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) 	<u>Understand the impact:</u> <ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times Make links between Jewish ideas of God found in the stories and how people live 				
<u>Make connections:</u> <ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities, 	<ul style="list-style-type: none"> <u>Make connections:</u> Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas 					

	<p>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</p>	<ul style="list-style-type: none"> Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 				
<p>Spring 1B</p>	<p>Unit 1.7 Who is Jewish and how do they live?</p>	<p>Unit 1.5 SALVATION: Why does Easter matter to Christians?</p>	<p>Judaism 1 – Abraham, Isaac, Jacob</p>	<p>Christianity 4 – The death and resurrection of Jesus</p>	<p>Buddhism 1 Geographical and historical setting</p>	<p>Changing religion in Britain over time Judaism and Jewish traditions in England</p>
	<p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> 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 	<p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> 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) Recognise that Jesus gives instructions about how to behave 	<p>How have stories from the Hebrew Bible shaped Judaism?</p> <p>How did the Jews explain what they saw and experienced?</p> <p>Why is the Promised Land so important in Judaism?</p>	<p>Read the New Testament stories: Jesus rides into Jerusalem (Palm Sunday), Jesus turning over the money changers' tables in the Temple, Last Supper (Maundy Thursday), Crucifixion & Christian understanding of sacrifice* (Good Friday), The Resurrection (Easter Day).</p> <p>Why are these stories important to Christians? What do the death and resurrection of Jesus mean in Christian traditions?</p>	<p>Read the story of Siddhartha Gotama</p> <p>Make links to suffering and human desire Find out about Enlightenment Siddhartha, Devadatta and the swan</p> <p>How does the life and teaching of Siddhartha Gotama affect the way in which Buddhists live</p>	<p>How do Jewish communities interact with other religious and secular communities</p> <p>How and why did Jewish, Muslim and Christian art and architecture come together in the city of Cordoba and in the Royal Palace of the Kings of Sicily?</p> <p>Link to cities theme in history which will include a thread of religious diversity in cities (globally) past and present.</p>
	<p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> 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) 	<p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter 				

	<p><u>Make connections:</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Make connections:</u></p> <ul style="list-style-type: none"> • 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 				

Summer 1A	<p>Who is Muslim and how do they live? (PART 2) Revisit concepts from part 1 in more depth see syllabus</p>	<p>Unit 1.1GOD: What do Christians believe God is Like?</p>	<p>Judaism 2 - Joseph, Moses and the Exodus</p>	<p>Christianity 5 – The message of Jesus spreads</p>	<p>Buddhism 2 Stories of the spread of Buddhism</p>	<p>Deepening understanding of religious traditions through religious art, music and literature</p>
	<p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> • Recognise the words of the Shahadah that it is very important for Muslims • Identify some of the key Muslim beliefs about God. • Give examples of how stories about the Prophet show what Muslims believe about Muhammad 	<p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> • 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 	<p>Share and discuss stories from the Hebrew bible: Joseph in Egypt Moses, Passover and the Exodus (Red Sea and the wilderness and tabernacle) Mount Sinai</p> <p>Identify the 10 commandments.</p>	<p>Look at the stories from the Acts of the Apostles and Paul's epistles: The Ascension of Jesus and the apostles and The Day of Pentecost</p> <p>Identify the spread of Christianity across Mediterranean, into Africa and Syria and the Greek world.</p> <p>Investigate the early Christian Church including beliefs, worship and practices</p>	<p>Look at Buddhist stories incl: King Banyan and the deer The god in the Banyan tree The monkey king and the water demon</p> <p>Identify Buddhist practices including prayer beads, and attitudes towards alcohol, violence, and vegetarianism</p> <p>Investigate Buddhism today in UK, Tibet and Thailand.</p>	<p>Term long project to be planned with focus on: 1) traditions ancient and modern in Christian art, music and poetry 2) traditions ancient and modern in Hindu art, music and poetry 3) traditions in Muslim art, music and poetry How do the arts relate to worship in these traditions?</p>
	<p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> • Give examples of how Muslims use the Shahabad to show what matters to them 	<p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> • 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, 	<p>What was the promised Land?</p> <p>Why do Jews celebrate the festival of Passover?</p>			

	<ul style="list-style-type: none"> Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions Give examples of how Muslims put their beliefs about prayer into action 	by seeing God as welcoming them back; by forgiving others)		How did Christianity develop in the early Church and how do we know?	What do Buddhist stories teach Buddhists about enlightenment?	
	<p><u>Make connections:</u></p> <ul style="list-style-type: none"> 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 	<p><u>Make connections:</u></p> <ul style="list-style-type: none"> 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. 				
Summer 1B	Unit 1.8 What makes some places sacred to believers?	1.9 How should we care for the world and for others, and why does it matter?	Judaism 3 - Samuel, Saul, David and the Kingdom	Islam 1 Muhammad's teachings about Sawm and Ramadan	Sikhism Hindu origins	Deepening understanding of religious traditions through religious art, music and literature
	<p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> 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 	<p><u>Make sense of belief:</u></p> <ul style="list-style-type: none"> 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) 	<p>Read and discuss stories including:</p> <p>David and Goliath and King David.</p> <p>Solomon and the building of the Temple in Jerusalem</p>	<p>Why is Ramadan an important part of the Muslim calendar?</p> <p>What is the meaning and experience of Ramadan to two Muslims living in Britain today.</p>	<p>Who is the Guru Nanak/ The Guru Granth ?</p> <p>Compare it with other sacred texts.</p> <p>Look at Sikh stories including : The Milk and the Jasmine Flower, Duni Chand and the Silver Needle.</p>	<p>A term long project to be planned with focus on:</p> <p>1) traditions ancient and modern in Christian art, music and poetry</p> <p>2) traditions ancient and modern in Hindu art, music and poetry</p> <p>3) traditions in Muslim art, music and poetry</p>
	<p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches, mosques 	<p><u>Understand the impact:</u></p> <ul style="list-style-type: none"> Give an example of how people show that they care for others (e.g. by giving to charity), 	Babylonian captivity and destruction of the Temple	How do from Turkish and Bangladeshi traditions compare/differ.		

		<p>and/or synagogues which show what people believe</p> <ul style="list-style-type: none"> • Give simple examples of how people worship at a church, mosque or synagogue 	<p>making a link to one of the stories</p> <ul style="list-style-type: none"> • 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 	<p>Examine Babylonian stories, e.g. Daniel in the lions' den and King Nebucadnezzar.</p> <p>Discover why Jews returned to Promised Land ?</p>	<p>What is the festival of Eid ul Fitr ?</p> <p>Discover Eid's origins, meaning and practices today within differing Muslim traditions.</p> <p>What does Ramadan mean to Muslims?</p>	<p>Learn about the Gurdwara.</p> <p>Look at Sikhism today including communities in Wolverhampton and Sandwell.</p> <p>How do Sikhs use their stories and sayings in their everyday lives?</p>	<p>How do the arts relate to worship in these traditions?</p>
		<ul style="list-style-type: none"> • <u>Make connections:</u> • 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. 	<p><u>Make connections:</u></p> <ul style="list-style-type: none"> • 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. 				