

Subject: *Religious Education*

	Term 1		Term 2		Term 3	
	Strand	Elements of strand addressed	Strand	Elements of strand addressed	Strand	Elements of strand addressed
Year 1	A1a	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary	A1a	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary	A1a	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
	A1b	Explain how and why these beliefs are understood in different ways, by individuals and within communities	A1b	Explain how and why these beliefs are understood in different ways, by individuals and within communities	A1b	Explain how and why these beliefs are understood in different ways, by individuals and within communities
	A1c	Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation	A1c	Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation	A1c	Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
	A2a	Examine and explain how and why people express their beliefs in diverse ways	A2a	Examine and explain how and why people express their beliefs in diverse ways	A2a	Examine and explain how and why people express their beliefs in diverse ways
	A2b	Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world	A2b	Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world	A2b	Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
	A2c	Appreciate and appraise the significance of different ways of life and ways of expressing meaning	A2c	Appreciate and appraise the significance of different ways of life and ways of expressing meaning	A2c	Appreciate and appraise the significance of different ways of life and ways of expressing meaning
	A3a	Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses	A3a	Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses	A3a	Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
	A3b	Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response	A3b	Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response	A3b	Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
	A3c	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	A3c	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	A3c	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
	1.1	What do Christians believe God is like? [God]	1.7	Who is Jewish and how do they live? [God/Torah/People]	1.2	Who do Christians say made the world? [Creation]
1.10	What does it mean to belong to a faith community?			1.9	How should we care for others and the world, and why does it matter?	
Make sense of beliefs (All terms) MB1. Make sense of a range of religious and nonreligious beliefs MB2. Identify the core beliefs and concepts studied and give a simple description of what they mean MB3. Give examples of how stories show what people believe (e.g. the meaning behind a festival) MB4. Give clear, simple accounts of what stories and other texts mean to believers		Understand Impact (All terms) UI1. Understand the impact and significance of religious and non religious beliefs UI2. Give examples of how people use stories, texts and teachings to guide their beliefs and actions UI3. Give examples of ways in which believers put their beliefs into action		Make connections (All terms) MC1. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied MC2. Think, talk and ask questions about whether the ideas they have been studying have something to say to them MC3. Give a good reason for the views they have and the connections they make		

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	Strand	Elements of strand addressed	Strand	Elements of strand addressed	Strand	Elements of strand addressed
Year 2	A1a	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary	A1a	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary	A1a	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
	A1b	Explain how and why these beliefs are understood in different ways, by individuals and within communities	A1b	Explain how and why these beliefs are understood in different ways, by individuals and within communities	A1b	Explain how and why these beliefs are understood in different ways, by individuals and within communities
	A1c	Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation	A1c	Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation	A1c	Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
	A2a	Examine and explain how and why people express their beliefs in diverse ways	A2a	Examine and explain how and why people express their beliefs in diverse ways	A2a	Examine and explain how and why people express their beliefs in diverse ways
	A2b	Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world	A2b	Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world	A2b	Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
	A2c	Appreciate and appraise the significance of different ways of life and ways of expressing meaning	A2c	Appreciate and appraise the significance of different ways of life and ways of expressing meaning	A2c	Appreciate and appraise the significance of different ways of life and ways of expressing meaning
	A3a	Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses	A3a	Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses	A3a	Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
	A3b	Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response	A3b	Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response	A3b	Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
	A3c	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	A3c	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	A3c	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
	1.3	Why does Christmas matter to Christians? [Incarnation]	1.5	Why does Easter matter to Christians? [Salvation]	1.4	What is the 'good news' Christians believe Jesus brings? [Gospel]
1.6	Who is a Muslim and how do they live? [God/Tawhid/ibadah/iman]	1.6	Who is a Muslim and how do they live? [God/Tawhid/ibadah/iman]	1.8	What makes some places sacred to believers?	
	Make sense of beliefs (All terms) MB1. Make sense of a range of religious and nonreligious beliefs MB2. Identify the core beliefs and concepts studied and give a simple description of what they mean MB3. Give examples of how stories show what people believe (e.g. the meaning behind a festival) MB4. Give clear, simple accounts of what stories and other texts mean to believers		Understand Impact (All terms) UI1. Understand the impact and significance of religious and non religious beliefs UI2. Give examples of how people use stories, texts and teachings to guide their beliefs and actions UI3. Give examples of ways in which believers put their beliefs into action		Make connections (All terms) MC1. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied MC2. Think, talk and ask questions about whether the ideas they have been studying have something to say to them MC3. Give a good reason for the views they have and the connections they make	

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	Strand	Elements of strand addressed	Strand	Elements of strand addressed	Strand	Elements of strand addressed
Year 3	A1a	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary	A1a	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary	A1a	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
	A1b	Explain how and why these beliefs are understood in different ways, by individuals and within communities	A1b	Explain how and why these beliefs are understood in different ways, by individuals and within communities	A1b	Explain how and why these beliefs are understood in different ways, by individuals and within communities
	A1c	Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation	A1c	Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation	A1c	Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
	A2a	Examine and explain how and why people express their beliefs in diverse ways	A2a	Examine and explain how and why people express their beliefs in diverse ways	A2a	Examine and explain how and why people express their beliefs in diverse ways
	A2b	Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world	A2b	Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world	A2b	Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
	A2c	Appreciate and appraise the significance of different ways of life and ways of expressing meaning	A2c	Appreciate and appraise the significance of different ways of life and ways of expressing meaning	A2c	Appreciate and appraise the significance of different ways of life and ways of expressing meaning
	A3a	Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses	A3a	Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses	A3a	Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
	A3b	Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response	A3b	Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response	A3b	Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
	A3c	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	A3c	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	A3c	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
	L2.1	What do Christians learn from the creation story? [Creation/Fall]	L2.9	How do festivals and worship show what matters to a Muslim? [Ibadah]	L2.4	What kind of world did Jesus want? [Gospel]
L2.2	What is it like for someone to follow God? [People of God]	L2.10	L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land]	L2.12	How and why do people try to make the world a better place?	
	Make sense of beliefs MB1 Identify and describe the core beliefs and concepts studied MB2 Make clear links between texts/sources of authority and the key concepts studied MB3 Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers		Understand Impact UI1 Make simple links between stories, teachings and concepts studied and how people live, individually and in communities UI2 Describe how people show their beliefs in how they worship and in the way they live UI3 Identify some differences in how people put their beliefs into action		Make connections MC1 Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly MC2 Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live MC3 Give good reasons for the views they have and the connections they make	

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	Term 1		Term 2		Term 3	
	Strand	Elements of strand addressed	Strand	Elements of strand addressed	Strand	Elements of strand addressed
Year 4	A1a	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary	A1a	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary	A1a	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
	A1b	Explain how and why these beliefs are understood in different ways, by individuals and within communities	A1b	Explain how and why these beliefs are understood in different ways, by individuals and within communities	A1b	Explain how and why these beliefs are understood in different ways, by individuals and within communities
	A1c	Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation	A1c	Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation	A1c	Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
	A2a	Examine and explain how and why people express their beliefs in diverse ways	A2a	Examine and explain how and why people express their beliefs in diverse ways	A2a	Examine and explain how and why people express their beliefs in diverse ways
	A2b	Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world	A2b	Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world	A2b	Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
	A2c	Appreciate and appraise the significance of different ways of life and ways of expressing meaning	A2c	Appreciate and appraise the significance of different ways of life and ways of expressing meaning	A2c	Appreciate and appraise the significance of different ways of life and ways of expressing meaning
	A3a	Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses	A3a	Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses	A3a	Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
	A3b	Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response	A3b	Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response	A3b	Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
	A3c	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	A3c	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	A3c	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
	L2.3	What is the 'Trinity' and why is it important for Christians? [God/ Incarnation]	L2.5	Why do Christians call the day Jesus died 'Good Friday'? [Salvation]	L2.6	For Christians, what was the impact of Pentecost? [Kingdom of God]
L2.7	What do Hindus believe God is like? [Brahman/atman]	L2.8	What does it mean to be Hindu in Britain today? [Dharma]	L2.11	How and why do people mark the significant events of life?	
Make sense of beliefs MB1 Identify and describe the core beliefs and concepts studied MB2 Make clear links between texts/sources of authority and the key concepts studied MB3 Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers		Understand Impact UI1 Make simple links between stories, teachings and concepts studied and how people live, individually and in communities UI2 Describe how people show their beliefs in how they worship and in the way they live UI3 Identify some differences in how people put their beliefs into action		Make connections MC1 Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly MC2 Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live MC3 Give good reasons for the views they have and the connections they make		

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	Term 1		Term 2		Term 3	
	Strand	Elements of strand addressed	Strand	Elements of strand addressed	Strand	Elements of strand addressed
Year 5	A1a	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary	A1a	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary	A1a	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
	A1b	Explain how and why these beliefs are understood in different ways, by individuals and within communities	A1b	Explain how and why these beliefs are understood in different ways, by individuals and within communities	A1b	Explain how and why these beliefs are understood in different ways, by individuals and within communities
	A1c	Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation	A1c	Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation	A1c	Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
	A2a	Examine and explain how and why people express their beliefs in diverse ways	A2a	Examine and explain how and why people express their beliefs in diverse ways	A2a	Examine and explain how and why people express their beliefs in diverse ways
	A2b	Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world	A2b	Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world	A2b	Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
	A2c	Appreciate and appraise the significance of different ways of life and ways of expressing meaning	A2c	Appreciate and appraise the significance of different ways of life and ways of expressing meaning	A2c	Appreciate and appraise the significance of different ways of life and ways of expressing meaning
	A3a	Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses	A3a	Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses	A3a	Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
	A3b	Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response	A3b	Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response	A3b	Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
	A3c	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	A3c	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	A3c	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
	U2.1	What does it mean if Christians believe God is holy and loving? [God]	U2.3	Why do Christians believe Jesus was the Messiah? [Incarnation]	U2.4	How do Christians decide how to live? 'What would Jesus do?' [Gospel]
	U2.8	What does it mean to be a Muslim in Britain today? [Tawhid/iman/ ibadah]	U2.9	Why is the Torah so important to Jewish people? [God/Torah]	U2.10	What matters most to Humanists and Christians?
Make sense of beliefs MB1 Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions MB2 Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts MB3 Give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority		Understand Impact UI 1 Make clear connections between what people believe and how they live, individually and in communities UI2 Using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures		Make connections MC1 Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) MC2 Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently MC3 Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make		

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	Term 1		Term 2		Term 3	
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Year 6	A1a	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary	A1a	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary	A1a	Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
	A1b	Explain how and why these beliefs are understood in different ways, by individuals and within communities	A1b	Explain how and why these beliefs are understood in different ways, by individuals and within communities	A1b	Explain how and why these beliefs are understood in different ways, by individuals and within communities
	A1c	Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation	A1c	Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation	A1c	Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
	A2a	Examine and explain how and why people express their beliefs in diverse ways	A2a	Examine and explain how and why people express their beliefs in diverse ways	A2a	Examine and explain how and why people express their beliefs in diverse ways
	A2b	Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world	A2b	Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world	A2b	Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
	A2c	Appreciate and appraise the significance of different ways of life and ways of expressing meaning	A2c	Appreciate and appraise the significance of different ways of life and ways of expressing meaning	A2c	Appreciate and appraise the significance of different ways of life and ways of expressing meaning
	A3a	Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses	A3a	Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses	A3a	Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
	A3b	Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response	A3b	Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response	A3b	Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
	A3c	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	A3c	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	A3c	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
	U2.2	Creation and science: conflicting or complementary? [Creation]	U2.5	What do Christians believe Jesus did to 'save' people? [Salvation]	U2.6	For Christians, what kind of king is Jesus? [Kingdom of God]
	U2.11	Why do some people believe in God and some people not?	U2.7	Why do Hindus want to be good? [Karma/dharma/samsara/moksha]	U2.12	How does faith help when life gets hard?