

## The Derbyshire and Derby City Agreed Syllabus for Religious Education Aims:

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The threefold aim of RE elaborates the principal aim The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:
  - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
  - identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom<sup>2</sup> found in religions and worldviews
  - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
  - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
  - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
  - appreciate and appraise varied dimensions of religion.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
  - find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
  - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
  - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

## In Foundation Stage

Pupils should be taught to:

Communication and Language:

- Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.
- They use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources.
- They develop their own narratives in relation to stories they hear from different communities.

Personal, Social and Emotional Development

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously.
- They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.
- Children think and talk about issues of right and wrong and why these questions matter.
- They respond to significant experiences showing a range of feelings when appropriate.
- They have a developing awareness of their own needs, views and feelings and be sensitive to those of others.
- Children have a developing respect for their own cultures and beliefs, and those of other people.
- They show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the World

- Children talk about similarities and differences between themselves and others, among families, communities and traditions.
- They begin to know about their own cultures and beliefs and those of other people.
- They explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive Arts and Design

- Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.
- They respond in a variety of ways to what they see, hear, smell, touch and taste. Literacy
- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

## In Key Stage 1

Pupils should be taught to:

Know about and understand a range of religions and worldviews.

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

Express ideas and insights about the nature, significance and impact of religions and worldviews.

- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Notice and respond sensitively to some similarities between different religions and worldviews.

	<p>Gain and deploy the skills needed to engage seriously with religions and worldviews.</p> <ul style="list-style-type: none"> <li>• Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</li> <li>• Find out about and respond with ideas to examples of cooperation between people who are different.</li> <li>• Find out about questions of right and wrong and begin to express their ideas and opinions in response.</li> </ul> <p><b>In Key Stage 2</b> Pupils should be taught to: Know about and understand a range of religions and worldviews.</p> <ul style="list-style-type: none"> <li>• Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</li> <li>• Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</li> <li>• Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> </ul> <p>Express ideas and insights about the nature, significance and impact of religions and worldviews.</p> <ul style="list-style-type: none"> <li>• Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</li> <li>• Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</li> <li>• Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</li> </ul> <p>Gain and deploy the skills needed to engage seriously with religions and worldviews.</p> <ul style="list-style-type: none"> <li>• Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</li> <li>• Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</li> <li>• Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul>			
Progression and Assessment Criteria	Nursery Theologist	Reception Theologist	Year 1 Theologist	Year 2 Theologist
	<p><b>Children (30-50 months):</b></p> <ul style="list-style-type: none"> <li>• Show interest in the lives of people familiar to them.</li> <li>• Remember and talk about significant events in their own experience (linked to RE).</li> <li>• Recognise and describe special times, events for family or friends.</li> <li>• Shows interest in different occupations/ways of life</li> <li>• Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> <li>• Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul> <p><b>Adults:</b></p> <ul style="list-style-type: none"> <li>• Encourage children to talk about their own home and community life, and to find out about other children's experiences.</li> <li>• Encourage children to develop positive relationships with community members.</li> <li>• Use parents' knowledge to extend children's experiences of the world.</li> <li>• Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park (or place of worship).</li> <li>• Introduce vocabulary to enable children to talk about their observations and to ask questions.</li> </ul>	<p><b>Know about and understand</b></p> <ul style="list-style-type: none"> <li>• Talk about some religious stories and recognise some religious words, e.g. About God (S)</li> <li>• Identify a sacred text e.g. Bible, Qur'an (S)</li> <li>• Be aware that some religious people have places which have special meaning for them (SP)</li> <li>• Recognise a place of worship and talk about the things that are special and valued in a place of worship (SP)</li> <li>• Identify some significant features of sacred places (SP)</li> <li>• Re-tell religious stories making connections with personal experiences (B)</li> <li>• Recall simply what happens at a traditional Christian infant baptism and dedication (B)</li> <li>• Recall simply what happens when a baby is welcomed into a religion other than Christianity. (B)</li> </ul>	<p><b>Know about and understand</b></p> <ul style="list-style-type: none"> <li>• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. (MB)</li> <li>• Re-tell a story about the life of the Prophet Muhammad (MB)</li> <li>• Recognise some objects used by Muslims and suggest why they are important. (MB)</li> <li>• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. (SP)</li> <li>• Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. (C)</li> <li>• Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. (C)</li> <li>• Re-tell Bible stories and stories from another faith about caring for others and the world. (CW)</li> </ul>	<p><b>Know about and understand</b></p> <ul style="list-style-type: none"> <li>• Talk about some simple ideas about Christian beliefs about God and Jesus. (CB)</li> <li>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. (CB)</li> <li>• Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. (SB)</li> <li>• Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. (C)</li> <li>• Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. (C)</li> <li>• Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. (FC)</li> <li>• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. (FC)</li> <li>• Identify two ways people show they belong to each other when they get married. (FC)</li> </ul>

# Hardwick – Religious Education

	Nursery Theologist	Reception Theologist	Year 1 Theologist	Year 2 Theologist
Progression and Assessment Criteria	<p><b>Environments (30-60months):</b></p> <ul style="list-style-type: none"> <li>Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.</li> <li>Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing (linked to RE).</li> <li>Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.</li> <li>Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented.</li> <li>Help children to learn positive attitudes and challenge negative attitudes and stereotypes.</li> <li>Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café.</li> <li>Provide role-play areas with a variety of resources reflecting diversity.</li> <li>Make a display with the children, showing all the people who make up the community of the setting.</li> <li>Share stories that reflect the diversity of children's experiences.</li> <li>Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work.</li> <li>Use the local area for exploring both the built and the natural environment (e.g. visiting local places of worship).</li> </ul>	<p><b>Express and communicate</b></p> <ul style="list-style-type: none"> <li>Identify some of their own feelings in the stories they hear (S)</li> <li>Talk about somewhere that is special to themselves, saying why (SP)</li> <li>Get to know and use appropriate words to talk about their thoughts / feelings when visiting a church. (SP)</li> <li>Share and record occasions when things have happened that made them feel special (B)</li> </ul> <p><b>Gain and deploy skills</b></p> <ul style="list-style-type: none"> <li>Talk about what Jesus teaches about keeping promises and saying 'thank you' and say why it is good to keep promises, say thank you, be thanked (S)</li> </ul>	<p><b>Express and communicate</b></p> <ul style="list-style-type: none"> <li>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. (MB)</li> <li>Talk about ways in which stories, objects, symbols and actions used in churches and mosques show what people believe. (SP)</li> <li>Ask good questions during a school visit about what happens in a church or mosque. (SP)</li> <li>Identify ways that some people make a response to God by caring for others and the world. (CW)</li> </ul> <p><b>Gain and deploy skills</b></p> <ul style="list-style-type: none"> <li>Talk about issues of good and bad, right and wrong arising from stories. (MB/CW)</li> <li>Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. (SP)</li> <li>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. (C)</li> <li>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. (CW)</li> <li>Use creative ways to express their own ideas about the creation story and what it says about what God is like. (CW)</li> </ul>	<p><b>Express and communicate</b></p> <ul style="list-style-type: none"> <li>Ask some questions about believing in God and offer some ideas of their own. (CB)</li> <li>Recognise that sacred texts contain stories which are special to many people and should be treated with respect. (SB)</li> <li>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. (C)</li> </ul> <p><b>Gain and deploy skills</b></p> <ul style="list-style-type: none"> <li>Talk about issues of good and bad, right and wrong arising from stories. (CB/SB)</li> <li>Ask and suggest answers to questions arising from stories Jesus told and from another religion. (SB)</li> <li>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. (C)</li> <li>Respond to examples of co-operation between different people. (FC)</li> </ul>
	Nursery Theologist	Reception Theologist	Year 1 Theologist	Year 2 Theologist
Themes	<p><b>Key questions:</b></p> <ul style="list-style-type: none"> <li>Which people are special and why? (P)</li> <li>Which times are special and why? (T)</li> <li>What is special about our world? (W)</li> </ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"> <li>Which stories are special and why? (S)</li> </ul> <p><b>Expressing</b></p> <ul style="list-style-type: none"> <li>Which places are special and why? (SP)</li> </ul> <p><b>Living</b></p> <ul style="list-style-type: none"> <li>Where do we belong? (B)</li> </ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"> <li>Who is a Muslim and what do they believe? (MB)</li> </ul> <p><b>Expressing</b></p> <ul style="list-style-type: none"> <li>What makes some places sacred? Christians and Muslims (SP)</li> <li>How and why do we celebrate special and sacred times? Christians and Muslims (C)</li> </ul> <p><b>Living</b></p> <ul style="list-style-type: none"> <li>How should we care for others and the world, and why does it matter? Christians and Muslims (CW)</li> </ul>	<p><b>Believing</b></p> <ul style="list-style-type: none"> <li>Who is a Christian and what do they believe? (CB)</li> <li>What can we learn from sacred books? Christians and Muslims (SB)</li> </ul> <p><b>Expressing</b></p> <ul style="list-style-type: none"> <li>How and why do we celebrate special and sacred times? Christians and Muslims (C)</li> </ul> <p><b>Living</b></p> <ul style="list-style-type: none"> <li>What does it mean to belong to a faith community? Christians and Muslims (FC)</li> </ul>

Progression and Assessment Criteria	Year 3 Theologist	Year 4 Theologist	Year 5 Theologist	Year 6 Theologist
	<p><b>Know about and understand</b></p> <ul style="list-style-type: none"> <li>• Make connections between some of Jesus’ teachings and the way Christians live today. (J)</li> <li>• Describe how Christians celebrate Holy Week and Easter Sunday. (J)</li> <li>• Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. (J)</li> <li>• Describe the practice of prayer in the religions studied. (P)</li> <li>• Make connections between what people believe about prayer and what they do when they pray. (P)</li> <li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals. (F)</li> <li>• Identify similarities and differences in the way festivals are celebrated within and between religions. (F)</li> <li>• Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. (HB)</li> <li>• Describe some ways in which Hindus express their faith through puja, aarti and bhajans. (HB)</li> <li>• Make connections between stories of temptation and why people can find it difficult to be good. (RW)</li> </ul> <p><b>Express and communicate</b></p> <ul style="list-style-type: none"> <li>• Identify the most important parts of Easter for Christians and say why they are important. (J)</li> <li>• Describe ways in which prayer can comfort and challenge believers. (P)</li> <li>• Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. (P)</li> <li>• Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). (F)</li> <li>• Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. (HB)</li> <li>• Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. (RW)</li> <li>• Give examples of ways in which some inspirational people have been guided by their religion. (RW)</li> </ul>	<p><b>Know about and understand</b></p> <ul style="list-style-type: none"> <li>• Describe some examples of what Sikhs do to show their faith and make connections with some Sikh beliefs and teachings. (SB)</li> <li>• Describe some ways in which Sikhs express their faith through music. (SB)</li> <li>• Describe what happens in Christian, Sikh and Hindu ceremonies of commitment and say what these rituals mean. (JE)</li> <li>• Describe some of the ways in which Christians, Hindus and Sikhs describe God. (BG)</li> <li>• Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation. (B)</li> <li>• Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. (B)</li> <li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals. (F)</li> <li>• Identify similarities and differences in the way festivals are celebrated within and between religions. (F)</li> <li>• Suggest why some people see life as a journey and identify some of the key milestones on this journey. (JE)</li> </ul> <p><b>Express and communicate</b></p> <p>Suggest at least two reasons why being a Sikh is a good thing in Britain today, and two reasons why it might be hard sometimes. (SB)</p> <ul style="list-style-type: none"> <li>• Suggest why having a faith or belief in something can be hard. (BG)</li> <li>• Identify how and say why it makes a difference in people’s lives to believe in God. (BG)</li> <li>• Give examples of how and suggest reasons why Christians use the Bible today. (B)</li> <li>• Ask questions and give ideas about what matters most to believers in festivals (e.g. Vaisakhi, Easter, Eid). (F)</li> <li>• Suggest reasons why marking the milestones of life are important to Christians, Hindus and Sikhs. (JE)</li> <li>•</li> </ul>	<p><b>Know about and understand</b></p> <ul style="list-style-type: none"> <li>• Outline clearly a Christian understanding of what God is like, using examples and evidence. (GE)</li> <li>• Outline Jesus’ teaching on how his followers should live. (JD)</li> <li>• Make connections between how believers feel about places of worship in different traditions. (PW)</li> <li>• Make connections between beliefs and behaviour in different religions. (RC)</li> <li>• Describe the forms of guidance a Jewish person uses and compare them to forms of guidance experienced by the pupils. (JB)</li> <li>• Make connections between the key functions of the synagogue and the beliefs of Jews. (JB)</li> </ul> <p><b>Express and communicate</b></p> <ul style="list-style-type: none"> <li>• Give examples of ways in which believing in God is valuable in the lives of Christians and Jewish people, and ways in which it can be challenging. (GE)</li> <li>• Express thoughtful ideas about the impact of believing or not believing in God on someone’s life. (GE)</li> <li>• Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live. (JD)</li> <li>• Explain the impact Jesus’ example and teachings might have on Christians today. (JD)</li> <li>• Select and describe the most important functions of a place of worship for the community. (PW)</li> <li>• Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. (PW)</li> <li>• Consider similarities and differences between beliefs and behaviour in different faiths. (RC)</li> <li>• Describe and reflect on the significance of the Torah to Jewish people. (JB)</li> <li>• Outline the challenges of being Jewish in Britain today. (JB)</li> </ul>	<p><b>Know about and understand</b></p> <ul style="list-style-type: none"> <li>• Outline Christian, Muslim, Buddhist and nonreligious beliefs about life after death. (LH)</li> <li>• Describe and make connections between examples of religious creativity (buildings and art). (AC)</li> <li>• Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples. (CH)</li> <li>• Make connections between beliefs and behaviour in different religions. (AGU)</li> <li>• Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions- Hinduism, Islam and Christianity (AGU)</li> <li>• Make connections between the key functions of the mosque and the beliefs of Muslims. (MB)</li> <li>• Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. (MB)</li> </ul> <p><b>Express and communicate</b></p> <ul style="list-style-type: none"> <li>• Express ideas about how and why religion can help believers when times are hard, giving examples. (LH)</li> <li>• Explain some similarities and differences between beliefs about life after death. (LH)</li> <li>• Explain some reasons why Christians and Humanists have different ideas about an afterlife. (LH)</li> <li>• Describe some Christian and Humanist values simply. (CH)</li> <li>• Show understanding of the value of sacred buildings and art. (AC)</li> <li>• Suggest reasons why some believers see generosity and charity as more important than buildings and art. (AC)</li> <li>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. (CH)</li> <li>• Outline the challenges of being a Buddhist, Christian or Muslim in Britain today. (AGU)</li> <li>• Consider similarities and differences between beliefs and behaviour in different faiths. (AGU)</li> <li>• Describe and reflect on the significance of the Holy Qur’an to Muslims. (MB)</li> </ul>

# Hardwick – Religious Education

	Year 3 Theologist	Year 4 Theologist	Year 5 Theologist	Year 6 Theologist
Progression / Assessment	<b>Gain and deploy skills</b> <ul style="list-style-type: none"> <li>Ask questions and suggest some of their own responses to ideas about God. (BG)</li> <li>Discuss their own and others' ideas about why humans do bad things and how people try to put things right. (B)</li> <li>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. (F)</li> <li>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. (HB)</li> <li>Discuss their own and others' ideas about how people decide right and wrong. (RW)</li> </ul>	<b>Gain and deploy skills</b> <ul style="list-style-type: none"> <li>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. (F)</li> <li>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief. (JE)</li> <li>Discuss links between the actions of Sikhs in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. (SB)</li> </ul>	<b>Gain and deploy skills</b> <ul style="list-style-type: none"> <li>Present different views on why people believe in God or not, including their own ideas. (GE)</li> <li>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. (JD)</li> <li>Present ideas about the importance of people in a place of worship, rather than the place itself. (PW)</li> </ul>	<b>Gain and deploy skills</b> <ul style="list-style-type: none"> <li>Apply ideas about values and from scriptures to the title question. (AC)</li> <li>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied. (CH)</li> </ul>
	Year 3 Theologist	Year 4 Theologist	Year 5 Theologist	Year 6 Theologist
Themes	<b>Believing</b> <ul style="list-style-type: none"> <li>Why is Jesus inspiring to some people? (I)</li> </ul> <b>Expressing</b> <ul style="list-style-type: none"> <li>Why do people pray? Christians, Hindus and Muslims (P)</li> <li>Why are festivals important to religious communities? Christians, Hindus and Muslims (F)</li> </ul> <b>Living</b> <ul style="list-style-type: none"> <li>What does it mean to be a Hindu in Britain today? (HB)</li> <li>What can we learn from religions about deciding what is right and wrong? Christian, Muslim and non-religious responses (e.g. Humanist) (RW)</li> </ul>	<b>Believing</b> <ul style="list-style-type: none"> <li>What do different people believe about God? Christians, Hindus and Muslims (BG)</li> <li>Why is the Bible so important for Christians today? (B)</li> </ul> <b>Expressing</b> <ul style="list-style-type: none"> <li>Why are festivals important to religious communities? Christians, Hindus, Sikhs and Muslims (F)</li> <li>Why do some people think that life is like a journey and what significant experiences mark this? Christians, Sikhs and nonreligious responses (e.g. Humanist) (JE)</li> </ul> <b>Living</b> <ul style="list-style-type: none"> <li>What does it mean to be a Sikh in Britain today? (SB)</li> </ul>	<b>Believing</b> <ul style="list-style-type: none"> <li>Why do some people think God exists? Christians and non-religious (e.g. Humanists) (GE)</li> <li>What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?) (JD)</li> </ul> <b>Expressing</b> <ul style="list-style-type: none"> <li>If God is everywhere, why go to a place of worship? Christians, Hindus and Jewish people (PW)</li> <li>Why are festivals important to religious communities? (RC)</li> </ul> <b>Living</b> <ul style="list-style-type: none"> <li>What does it mean to be Jewish in Britain today? (JB)</li> </ul>	<b>Believing</b> <ul style="list-style-type: none"> <li>What do religions say to us when life gets hard? Christians, Buddhists and non-religious (e.g. Humanists) (LH)</li> </ul> <b>Expressing</b> <ul style="list-style-type: none"> <li>Is it better to express your beliefs in arts and architecture or in charity and generosity? Christians, Muslim, Buddhists and non-religious (e.g. Humanists) (AC)</li> </ul> <b>Living</b> <ul style="list-style-type: none"> <li>What matters most to Christians and Humanists? (CH)</li> <li>What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? Christians, Hindus and/or Muslims (AGU)</li> <li>What does it mean to be a Muslim in Britain today? (MB)</li> </ul>