



RE

Intent

Our Religious Education is based around the Manchester syllabus. The intent will take children on a journey from Nursery to year 6. Our RE curriculum has been developed to ensure children have a secure understanding of religious values & beliefs and how different people express these in their daily lives. The curriculum will develop their skills and knowledge of expressing, believing and living in a diverse society so they have an appreciation & acceptance of their community and the wider world, seeing commonality between themselves and others. Learning about different religions should be seen as an act of friendship, an opportunity to get to know one another better, to draw closer to others and their culture and way of thinking. Through our RE curriculum we want to guide children towards insights, ideas and revelations they would not otherwise have arrived at.

Rationale

Children will be taught the fundamental beliefs of the 6 major religions, how those views are expressed and what that means for living today. They will also be taught that some people do not follow a religion or believe in God and this too is to be respected. There should always be a focus on highlighting similarities between the different religions being studied whilst at the same time being taught what is special and unique about each one. Years 1 and 3 learn discretely about Christianity, Islam and Sikhism. Years 2 and 4 learn discretely about Buddhism, Judaism and Hinduism. Where possible units should be taught to be seasonably accurate eg Y1 Christianity to be taught in Autumn 2 to cover Christmas. In years 5 and 6 units of work are taught thematically allowing greater opportunity to compare and contrast different religions and to consider other theological concepts.

R.E Curriculum

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Nursery			
	Knowledge	Skills taught in units	Vocabulary
	I know about some events from my own life-story and some from my family history.	I can communicate positively the differences between people.	Difference Similarity Celebrate

Reception			
	Knowledge	Skills taught in units	Vocabulary
	<p>I know that some places are special to members of my community.</p> <p>I know that people have different beliefs and celebrate special times in different ways.</p> <p>I know some similarities and differences between different religious and cultural communities in this country (drawing on my own experiences and what has been talked about in class).</p>	<p>I can ask questions to find out more information on different religions in our school community</p> <p>I can communicate about stories to build familiarity and understanding.</p>	<p>Festival</p> <p>Religious</p> <p>Beliefs</p> <p>Community</p>

Unit -Christianity		
Knowledge	Skills taught in units	Vocabulary
<p>BELIEVING</p> <ul style="list-style-type: none"> ● I know what a Christian is and what they believe. ● I know that the bible is the sacred book for Christians. <p>EXPRESSING</p> <ul style="list-style-type: none"> ● I know that churches are special places for Christians. ● I know how and why Christians celebrate Christmas. <p>LIVING</p> <ul style="list-style-type: none"> ● I know what it means to belong to a Christian community. ● I know how the Christian faith teaches that we should care for others and the world and why this is important for Christians. 	<p>I can communicate an understanding of the practices and lifestyles of Christians including their day to day lives.</p> <p>I can investigate Christian beliefs and see how they are conveyed in books</p> <p>I can reflect on how Christianity plays an important role in the lives of Christians.</p> <p>I can empathise with Christian values and appreciate how many Christian see this as an important aspect of their lives.</p> <p>I can make comparisons noticing similarities and differences between Christianity and other religions.</p>	<p>Jesus</p> <p>Church</p> <p>Bible</p> <p>Priest</p> <p>Cross</p> <p>Christians</p> <p>God</p> <p>Baptism</p>
Unit- Sikhism		
Knowledge	Skills taught in units	Vocabulary
<p>BELIEVING</p> <ul style="list-style-type: none"> ● I know what a Sikh is and what they believe. ● I know that the Adi Granth is the sacred book for Sikhs. <p>EXPRESSING</p> <ul style="list-style-type: none"> ● I know that the Kirtan is a special place for Sikhs. ● I know how Sikhs celebrate special times- Baisakhi. <p>LIVING</p>	<p>I can communicate an understanding of the practices and lifestyles of Sikhs including their day to day lives.</p> <p>I can investigate Sikh beliefs and see how they are conveyed in books</p> <p>I can reflect on how Sikhism plays an important role in the lives of Sikhs.</p> <p>I can empathise with Sikh values and appreciate how many Sikhs see this as an important aspect of their lives.</p> <p>I can make comparisons noticing similarities and differences between Sikhism and other religions.</p>	<p>Adi Granth</p> <p>Guru Granth</p> <p>Naam Karaan</p> <p>Kirtan</p> <p>Baisakhi</p>

<ul style="list-style-type: none"> ● I know what it means to belong to a Sikh community. ● I know how the Sikh faith teaches that we should care for others and the world and why this is important for Sikhs. 		
Unit- Islam Year 1		
Knowledge	Skills taught in units	Vocabulary
<p>BELIEVING</p> <ul style="list-style-type: none"> ● I know what a Muslim is and what they believe. ● I know that the Holy Qur’an is the sacred book for Muslims <p>EXPRESSING</p> <ul style="list-style-type: none"> ● I know that the Mosque is a special place for Muslims. (sacred) ● I know how Muslims celebrate special times- Ramadan Eid-ul-Fitr (Festivals) <p>LIVING</p> <ul style="list-style-type: none"> ● I know what it means to belong to a Muslim community. ● I know how the Muslim faith teaches that we should care for others and the world and why this is important for Muslims. 	<p>I can communicate an understanding of the practices and lifestyles of Muslims including their day to day lives.</p> <p>I can investigate Muslim beliefs and see how they are conveyed in books</p> <p>I can reflect on how Islam plays an important role in the lives of Muslims.</p> <p>I can empathise with Muslim values and appreciate how many Muslims see this as an important aspect of their lives.</p> <p>I can make comparisons noticing similarities and differences between Islam and other religions.</p>	<p>Allah Prophet Muhammed Prayer mat Qu’ran Ka’aba Mosque Eid-ul-Fitr</p>

Unit- Hinduism		
Knowledge	Skills taught in units	Vocabulary
<p>BELIEVING</p> <ul style="list-style-type: none"> ● I know what a Hindu is and what they believe. ● I know that the Vedas are the sacred books for Hindus. <p>EXPRESSING</p> <ul style="list-style-type: none"> ● know that the Mandir is a special place for Hindus. (sacred) ● I know how Hindus celebrate special times-Diwali <p>LIVING</p> <ul style="list-style-type: none"> ● I know what it means to belong to a Hindu community. ● I know how the Hindu faith teaches that we should care for others and the world and why this is important for Hindus. 	<p>I can communicate an understanding of the practices and lifestyles of Hindus including their day to day lives.</p> <p>I can investigate Hindu beliefs and see how they are conveyed in books</p> <p>I can reflect on how Hinduism plays an important role in the lives of Hindus.</p> <p>I can empathise with Hindu values and appreciate how many Hindus see this as an important aspect of their lives.</p> <p>I can make comparisons noticing similarities and differences between Hinduism and other religions.</p> <p>I can appreciate and respect that people have different faiths and beliefs.</p>	<p>Vedas Rama and Sita Shrine Temple Diwali</p>
Unit- Judaism		
Knowledge	Skills taught in units	Vocabulary
<p>BELIEVING</p> <ul style="list-style-type: none"> ● I know what a Jew is and what they believe. ● I know that the Tenakh is the sacred book for Jews. <p>EXPRESSING</p> <ul style="list-style-type: none"> ● I know that the synagogue is a special place for Jews. ● I know how Jews celebrate special times-Rosh Hashanah <p>LIVING</p>	<p>I can communicate an understanding of the practices and lifestyles of Jews including their day to day lives.</p> <p>I can investigate Jewish beliefs and see how they are conveyed in books</p> <p>I can reflect on how Judaism plays an important role in the lives of Hindus.</p> <p>I can empathise with Jewish values and appreciate how many Jews see this as an important aspect of their lives.</p> <p>I can make comparisons noticing similarities and differences between Judaism and other religions.</p> <p>I can appreciate and respect that people have different faiths and beliefs.</p>	<p>Tenakh Synagogue Rosh Hashanah Brit Milah</p>

<ul style="list-style-type: none"> ● I know what it means to belong to a Jewish community. ● I know how the Jewish faith teaches that we should care for others and the world and why this is important for Jews. 		
Unit- Buddhism Year 2		
Knowledge	Skills taught in units	Vocabulary
<p>BELIEVING</p> <ul style="list-style-type: none"> ● I know what a Buddhist is and what they believe. ● I know that the Tripitaka is the sacred book for Buddhists. <p>EXPRESSING</p> <ul style="list-style-type: none"> ● I know why some places are special for Buddhists. (sacred) ● I know how Buddhists celebrate special times- Festivals- Wesak. <p>LIVING</p> <ul style="list-style-type: none"> ● I know what it means to belong to a Buddhist community. ● I know how the Buddhist faith teaches that we should care for others and the world and why this is important for Buddhists. 	<p>I can communicate an understanding of the practices and lifestyles of Buddhists including their day to day lives.</p> <p>I can investigate Buddhist beliefs and see how they are conveyed in books</p> <p>I can reflect on how Buddhism plays an important role in the lives of Buddhists.</p> <p>I can empathise with Buddhist values and appreciate how many Buddhists see this as an important aspect of their lives.</p> <p>I can make comparisons noticing similarities and differences between Buddhism and other religions.</p> <p>I can appreciate and respect that people have different faiths and beliefs.</p>	<p>Buddha Siddhartha Monks Meditate Tripitaka Wesak</p>

Unit: Islam		
Knowledge	Skills taught in units	Vocabulary
<p>BELIEVING</p> <ul style="list-style-type: none"> ● I know what Muslims believe about Mohammed. ● I know why the Quran is important to Muslims today. <p>EXPRESSING</p> <ul style="list-style-type: none"> ● I know why and how Muslims pray ● I know why Ramadan is important to Muslims. ● I know what significant religious milestones Muslims experience in their lives. <p>LIVING</p> <ul style="list-style-type: none"> ● I know what we can learn from Islam about deciding what is right and wrong. <p>By the end of the unit children should know what it means to be a Muslim and their common practices and beliefs</p>	<p>I can investigate Allah and Mohammed and their importance to Muslims.</p> <p>I can show empathy and respect to the importance of prayer and demonstrated how Muslim holy scriptures/ books are respected.</p> <p>I can communicate and reflect on the significant milestones in the life of a Muslim.</p> <p>I can analyse and evaluate what we can learn from Islam about deciding what is right and wrong.</p> <p>I can compare, noticing similarities and differences between Islam and other faiths.</p>	<p>Hijab</p> <p>Five pillars</p> <p>Sunnah</p> <p>Hadith</p> <p>Mecca</p> <p>Nasheeds</p> <p>Eid-ul-Adha</p> <p>Ramadan</p>
Unit: Christianity		
Knowledge	Skills taught in units	Vocabulary
<p>BELIEVING</p> <ul style="list-style-type: none"> ● I know what Christians believe about God and Jesus. ● I know why the bible is important to Christianity today. <p>EXPRESSING</p> <ul style="list-style-type: none"> ● I know why and how Christians pray ● I know why the Easter festival is important to Christians. ● I know what significant religious milestones Christians experience in their lives. <p>LIVING</p>	<p>I can investigate Christianity to find out what Christians believe about God and Jesus.</p> <p>I can interpret some important stories from the Christian bible.</p> <p>I can show empathy and respect as to why Jesus is inspirational to Christians today.</p> <p>I can communicate and reflect on the significant milestones in the life of a Christian.</p> <p>I can analyse and evaluate what we can learn from Christianity about deciding what is right and wrong.</p> <p>I can compare, noticing similarities and differences between Christianity and other faiths.</p>	<p>Gospel</p> <p>Incarnation</p> <p>Salvation</p> <p>Creation</p> <p>The fall</p> <p>Confession</p> <p>Confirmation</p> <p>Holy trinity</p>

<ul style="list-style-type: none"> ● I know what we can learn from Christianity about deciding what is right and wrong. <p>By the end of the unit children should know what it means to be a Christian and their common practices and beliefs</p>		
Unit: Sikhism		
Knowledge	Skills taught in units	Vocabulary
<p>BELIEVING</p> <ul style="list-style-type: none"> ● I know what Sikhs believe about Ink Okra. ● I know why the Adi Granth is important to Sikhs today. <p>EXPRESSING</p> <ul style="list-style-type: none"> ● I know how Sikhs pray and why it is important to them ● I know why Guru Nanak’s Birthday is important to Sikhs. ● By the end of the unit children should know what it means to be a Sikh and their common practices and beliefs <p>LIVING</p> <ul style="list-style-type: none"> ● I know what we can learn from Sikhism about deciding what is right and wrong. <p>By the end of the unit children should know what it means to be a Sikh and their common practices and beliefs</p>	<p>I can investigate Ink Okra and his importance to Sikhs. I can interpret some important stories from the adi Granth. I can show empathy and respect as to why Guru Nanek is inspirational to Sikhs today and make links between him and other religious leaders. I can communicate and reflect on the significant milestones in the life of a Sikh. I can analyse and evaluate what we can learn from Sikhism about deciding what is right and wrong. I can compare, noticing similarities and differences between Sikhism and other faiths.</p>	<p>Guru Gobind Singh Ink Okra Granth Punjabi Baisakhi Japji Sahib Mool Mantar</p>

Unit: Judaism		
Knowledge	Skills taught in units	Vocabulary
<p>BELIEVING</p> <ul style="list-style-type: none"> ● I know what Jews believe about God. ● I know why the Torah is important to Jews today. <p>EXPRESSING</p> <ul style="list-style-type: none"> ● I know how Jews pray ● I know why Yom Kippur festival is important to Jews. ● I know what significant religious milestones Jews experience in their lives. <p>LIVING</p> <ul style="list-style-type: none"> ● I know what we can learn from Judaism about deciding what is right and wrong. <p>By the end of the unit children should know what it means to be a Jew and their common practices and beliefs</p>	<p>I can investigate what Jews believe about God.</p> <p>I can interpret some important stories from the Torah.</p> <p>I can show empathy and respect as to why Abraham and Moses are inspirational to Jews today and make links between them and other religious leaders.</p> <p>I can communicate and reflect on the significant milestones in the life of a Jew.</p> <p>I can analyse and evaluate what we can learn from Judaism about deciding what is right and wrong.</p> <p>I can compare, noticing similarities and differences between Judaism and other faiths.</p>	<p>Torah</p> <p>Talmud</p> <p>Tanakh</p> <p>Star of David</p> <p>Rabbi</p> <p>Kippah</p> <p>Synagogue</p>
Unit: Buddhism		
Knowledge	Skills taught in units	Vocabulary
<p>BELIEVING</p> <ul style="list-style-type: none"> ● I know what Buddhists believe about Siddhartha Gautama. ● I know why the Tripitaka is important to Buddhists today. ● I know which people are special in Buddhism and why <p>EXPRESSING</p> <ul style="list-style-type: none"> ● I know how Buddhists pray and their associated rituals ● I know why the festival Magha Puja is important to Buddhists. 	<p>I can investigate Buddha and his importance to Buddhists.</p> <p>I can interpret some important stories from the Tripitaka.</p> <p>I can show empathy and respect as to why Buddha is inspirational to Buddhists today and make links between him and other religious leaders.</p> <p>I can communicate and reflect on the significant milestones in the life of a Buddhist.</p> <p>I can analyse and evaluate what we can learn from Buddhism about deciding what is right and wrong.</p> <p>I can compare, noticing similarities and differences between Buddhism and other faiths.</p>	<p>Sangha</p> <p>Buddha</p> <p>Wesak</p> <p>Om</p> <p>Siddhartha Gautama</p> <p>Enlightenment</p> <p>Rebirth</p>

<ul style="list-style-type: none"> ● I know what significant religious milestones Buddhists experience in their lives. <p>LIVING</p> <ul style="list-style-type: none"> ● I know what we can learn from Buddhism about deciding what is right and wrong. <p>By the end of the unit children should know what it means to be a Buddhist and their common practices and beliefs</p>		
Unit: Hinduism		
Knowledge	Skills taught in units	Vocabulary
<p>BELIEVING</p> <ul style="list-style-type: none"> ● I know what Hindus believe about Brahman. ● I know why the Vedas are important to Hindus today. ● I know which people are special in Hinduism and why? <p>EXPRESSING</p> <ul style="list-style-type: none"> ● I know how Hindus pray ● I know why the festival Holi is important to Hindi ● I know what significant religious milestones Hindus experience in their lives. ● I know what significant religious milestones Hindus experience in their lives. <p>LIVING</p> <ul style="list-style-type: none"> ● I know what we can learn from Hinduism about deciding what is right and wrong. <p>By the end of the unit children should know what it means to be a Hindu and their common practices and beliefs</p>	<p>I can investigate the importance of the Trimurti and their importance to Hindus.</p> <p>I can interpret some important stories from the Vedas.</p> <p>I can show empathy and respect as to why Lord Krishna is inspirational to Hindus today and make links between him and other religious leaders.</p> <p>I can communicate and reflect on the significant milestones in the life of a Hindu.</p> <p>I can analyse and evaluate what we can learn from Hinduism about deciding what is right and wrong.</p> <p>I can compare, noticing similarities and differences between Hinduism and other faiths.</p>	<p>Brahman Holi Trimurti Vishnu Shiva Lord Krishna</p>

Unit: Why do some people believe God exists?

Knowledge	Skills taught in units	Vocabulary
<p>I know what a Christian is and what they believe</p> <p>I know what a Muslim is and what they believe</p> <p>I know about some of the other religions (Sikhism, Hinduism, Buddhism, Judaism)</p> <p>I know what some atheists, agnostics and theists say about God</p> <p>I know that people of faith see their God's/s</p> <p>I know how to present different views on why people believe in God or not and compare this to my own values whilst remaining respectful of those with different values</p>	<p>I can understand beliefs, teachings, practices and lifestyles, and how these are conveyed</p> <p>I can reflect how religion plays an important role in the lives of some people can appreciate how many people place values as an important aspect of their lives</p> <p>I can compare my values, beliefs and cultures to other people within my community and the wider world</p> <p>I can enquire, investigate and interpret a range of resources to further my knowledge about a range of faiths</p>	<p>Atheists</p> <p>Agnostic</p> <p>Theist</p>

Unit: What does it mean to be a Muslim in Britain today?

Knowledge	Skills taught in units	Vocabulary
<p>I know the connections between Muslims practice of the 5 pillars of Islam and their beliefs about God and the Prophet Muhammad</p> <p>I know the significance of Shahadah</p> <p>I know the significance of the Holy Qur'an to Muslims</p> <p>I know where Muslims get guidance from and can compare this to my own forms of guidance that I have experienced</p> <p>I know the key functions of the mosque and how this supports Islamic beliefs</p> <p>I know the value and purpose of religious rituals in a Muslim's daily life</p>	<p>I can understand beliefs, teachings, practices and lifestyles, and how these are conveyed</p> <p>I can describe and reflect how religion plays an important role in the lives of some people</p> <p>I can appreciate how many people place values as an important aspect of their lives</p> <p>I can compare my values, beliefs and cultures to other people within my community and the wider world</p> <p>I can enquire, investigate and interpret a range of resources to further my knowledge about a range of faiths</p> <p>I can make connections between the principles and belief of a faith</p>	<p>Ibadah</p> <p>Shahadah</p> <p>Salat</p> <p>Sawm</p> <p>Zakat</p> <p>Hajj</p> <p>Ummah</p> <p>Tawhid</p> <p>Surah</p> <p>Al- Fatihah</p> <p>Hafiz</p> <p>Hafiza</p> <p>Masjid</p>

Unit: What would Jesus do?

Knowledge	Skills taught in units	Vocabulary
<p>I know the main values from Jesus' teachings and how these would benefit today's world, within</p>	<p>I can understand beliefs, teachings, practices and lifestyles, and how these are conveyed</p>	<p>Mission</p> <p>Parable</p>

<p>school community, local, national and global communities.</p> <p>I know what Jesus saw as his mission and can give examples of this</p> <p>I know some of Jesus' stories, teaching and examples and can use this to explain what Christians believe in: Love, forgiveness, Justice/ fairness, Generosity (4 lessons)</p> <p>I know about moral dilemmas and can understand how Christians may draw on Jesus' example when making a choice</p>	<p>I can describe and reflect how religion plays an important role in the lives of some people</p> <p>I can appreciate how many people place values as an important aspect of their lives</p> <p>I can compare my values, beliefs and cultures to other people within my community and the wider world</p> <p>I can enquire, investigate and interpret a range of resources to further my knowledge about a range of faiths</p> <p>I can make connections between the principles and belief of a faith</p>	<p>Moral dilemma Commandment</p>
<p>Unit: If God is everywhere, why go to a place of worship?</p>		
<p>Knowledge</p>	<p>Skills taught in units</p>	<p>Vocabulary</p>
<p>I know the different places of worship for each religion, about how they serve the community and how the people who go make the difference no the building</p>	<p>I can understand beliefs, teachings, practices and lifestyles, and how these are conveyed</p> <p>I can describe and reflect how religion plays an important role in the lives of some people</p> <p>I can appreciate how many people place values as an important aspect of their lives</p> <p>I can compare my values, beliefs and cultures to other people within my community and the wider world</p> <p>I can enquire, investigate and interpret a range of resources to further my knowledge about a range of faiths</p> <p>I can make connections between the principles and belief of a faith</p>	

Unit: What do religions say to us when life gets hard?		
Knowledge	Skills taught in units	Vocabulary
<p>I know what a Christian believes about life and death</p> <p>I know what a Muslim believes about life and death</p> <p>I know what some of the other religions (Sikhism, Hinduism, Buddhism, Judaism) believe about life and death</p> <p>I know what a humanist is and what they believe and their ideas about life and death</p> <p>I know what people do when life gets hard and how does their religion help them.</p> <p>I know that spiritual and religious beliefs can support people to overcome/ process hard and difficult times and help them understand why there is suffering</p>	<p>I can respect beliefs, teachings, practices and lifestyles, and how these are conveyed</p> <p>I can reflect how religion plays an important role in the lives of some people</p> <p>I can appreciate how many people place values as an important aspect of their lives</p> <p>I can compare my values, beliefs and cultures to other people within my community and the wider world</p> <p>I can enquire, investigate and interpret a range of resources to further my knowledge about a range of faiths</p> <p>I can express my views and opinions</p>	<p>Judgement</p> <p>Salvation</p> <p>Soul</p> <p>Samsara</p> <p>Reincarnation</p> <p>Moksha</p> <p>Dukkha</p>
Unit: Expressing your religion through charity and generosity		
Knowledge	Skills taught in units	Vocabulary
<p>I know what it means by being charitable and can give my view on what this means to me</p> <p>I know what a Christian/ Muslim believes about the importance of being generous and charitable</p> <p>I know my opinions on what would happen if there was a world without charity/ generosity</p>	<p>I can respect beliefs, teachings, practices and lifestyles, and how these are conveyed</p> <p>I can appreciate how many people place values as an important aspect of their lives</p> <p>I can compare my values, beliefs and cultures to other people within my community and the wider world</p> <p>I can express my views and opinions</p>	<p>Fairness, honesty, freedom, truth, kindness, peace morals, values</p>
Unit: Ethics and Values: - What matters most to Christians and Humanists		
Knowledge	Skills taught in units	Vocabulary
<p>I know the core values of a Christian</p> <p>I know the core values of a Humanist</p>	<p>I can respect beliefs, teachings, practices and lifestyles, and how these are conveyed</p>	<p>Humanist</p> <p>Moral concepts/ code</p>

<p>I know the core values of some of the other religions (Sikhism, Hinduism, Buddhism, Judaism) and can identify similarities and differences</p> <p>I know what the following moral concepts mean: fairness, honesty, freedom, truth, kindness, peace</p> <p>I know what a moral code is and can explain how my values are played out in my daily life and how they connect to my beliefs</p> <p>I know that different faiths and people have different values and I know how I decide to do the right thing</p>	<p>I can reflect how religion plays an important role in the lives of some people</p> <p>I can appreciate how many people place values as an important aspect of their lives</p> <p>I can compare my values, beliefs and cultures to other people within my community and the wider world</p> <p>I can enquire, investigate and interpret a range of resources to further my knowledge about a range of faiths</p> <p>I can express my views and opinions</p>	
<p>Unit: What difference does it make to believe in Ahmisa (harmlessness), Grace and Ummah (community)?</p>		
<p>Knowledge</p>	<p>Skills talk in units</p>	<p>Vocabulary</p>
<p>To know what Ahmisa means to Hindus and to Know who Gandhi was and why he was important to Hindus</p> <p>To know what Grace means to Christians</p> <p>To know what Ummah means to Muslims</p> <p>To know the connections between belief in Ahmisa, Grace and Ummah to the three religions, considering similarities and differences</p> <p>To know the significance of the 3 concepts covered and how this is challenging in Britain today, and how their views/ ideas fit in</p>	<p>I can respect beliefs, teachings, practices and lifestyles, and how these are conveyed</p> <p>I can reflect how religion plays an important role in the lives of some people</p> <p>I can appreciate how many people place values as an important aspect of their lives</p> <p>I can compare my values, beliefs and cultures to other people within my community and the wider world</p> <p>I can enquire, investigate and interpret a range of resources to further my knowledge about a range of faiths</p> <p>I can express my views and opinions</p>	<p>Ahimsa</p> <p>Ummah</p> <p>Pilgrimage</p> <p>Grace</p> <p>Mekkah/ zakat</p>