



## Our Global Explorer Curriculum St Nicholas Primary RE Progression Grid

### **RE Intent:**

Religious Education is at the heart of our school ethos. We are a Church of England School and achieved a 'Good with outstanding elements' SIAMS inspection. As a school we aim to ensure that our children leave us prepared for the world as 'Global Explorers' equipped to live their lives 'spiritually' and aware of the major world religions 'worldly'. Being 'spiritual' is one of the big ideas in our curriculum. It is our aim that our children leave us spiritually awakened, both outwardly and inwardly. We aim for our children's learning during RE lessons, to ensure that they are able to reflect on the natural world and human capacities and achievements. At the same time we want them to be able to look inwards on themselves to reflect on their beliefs, values, feelings, hopes, dreams and 'aspirations'. It is our intent that we give our children primarily an awareness of the Christian faith through a holistic teaching approach so that children have a coherent understanding of Christian beliefs and practices when they leave St Nicholas. However, the UK is increasingly multi-cultural and as such society is affected by many religious beliefs and practices – it is therefore, only right that we equip our young children with the education of these religions in order to foster a love and understanding of other religions and cultures from around the world. This means that they will grow up to be knowledgeable, responsible and compassionate citizens of the world – 'worldly'.

### **Wiltshire agreed syllabus**

| EYFS   | Key Stage One  | Key Stage Two |
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| <p>Children should be provided with opportunities in RE to: listen to and talk about appropriate stories which engage children directly experience religion – engage with artefacts, visit places of worship (with a focus on feelings and symbols), listen and respond to visitors from faith communities get to know and use religious words accurately e.g. God, Bible, synagogue, church, prayer use all five senses – smell (e.g. incense); taste (e.g. special foods) see and touch (e.g. religious artefacts); hear (e.g. chants/hymns/prayers/bells) make and do – make festive food, role play, dress up, dance have times of quiet and stillness share their own beliefs, ideas and values talk about their feelings and experiences use their imagination and curiosity to develop their appreciation and wonder of the world in which they live begin to use ICT to explore religious beliefs and beliefs as practised in the local and wider community.</p> | <p>The legal requirement of the Education Act 1996 is that an Agreed Syllabus must “reflect the fact that the religious traditions of Great Britain are in the main Christian whilst taking account of the teachings and practices of the other principal religions represented in Great Britain.”(1996 Ch 56 Section 375 (3)) To be consistent with this requirement, Christianity must predominate and should be taught in every key stage. Other principal religions are defined as Buddhism, Hinduism, Islam, Judaism and Sikhism. Schools should consider the breadth of Religions and Beliefs as part of whole-school planning. The minimum entitlement is outlined below. Schools can teach additional religions where it is appropriate, for example to reflect the religions represented in their school and local area. The programmes of study for each key stage shows where this may take place.</p> <p>KS1 - Christianity plus aspects of at least one other principal religion, selecting from Islam or Judaism.</p> <p>KS2 - Christianity plus aspects of at least two other principal religions: selecting at least one from Islam and Judaism (including whichever has not been selected at KS1) and at least one from Hinduism and Sikhism.</p> |               |

## Key Concepts

### Understanding Christianity

This concept enables pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts. It also provides opportunities for pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians and helps to develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

### Understanding other worldly religions and views

This concept involves investigating the beliefs and practices of religions and other world views, investigating how religions and other world views address questions of meaning, purpose and value and exploring and understanding how religions and other world views influence morality, identity and diversity.

As well as Christianity, the pupils at St Nicholas Primary school will learn about Judaism, Islam, Hinduism, Buddhism and Sikhism.

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| <p><b>Key Concepts</b></p>   | <p><b><u>Year 1</u></b></p>   |
| <p><b>Understanding Christianity</b></p>   | <p><b>Term 1</b></p>  |
| <p><b><u>Creation</u></b><br/> God created the universe.<br/> The Earth and everything in it are important to God.<br/> God has a unique relationship with human beings as their Creator and Sustainer.<br/> Humans should care for the world because it belongs to God.</p> <p><b><u>Incarnation</u></b><br/> Christians believe that Jesus is God and that he was born as a baby in Bethlehem.<br/> The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).<br/> Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</p> <p><b><u>Salvation</u></b><br/> Easter is very important in the 'big story' of the Bible.<br/> Christians believe Jesus rose again, giving people hope of a new life.</p>  | <p><b>Religion:</b> Christianity <b>UC Concept:</b> Creation</p> <p><b>Key Question:</b> <i>Who made the world?</i></p> <p><b>Term 2</b></p> <p><b>Religion:</b> Christianity <b>UC Concept:</b> Incarnation</p> <p><b>Key Question:</b> <i>Why does Christmas matter to Christians?</i></p> <p><b>Term 3</b></p> <p><b>Religion:</b> Judaism <b>Theme:</b> Shabbat</p> <p><b>Key Question:</b> <i>Is Shabbat important to Jewish children?</i></p> <p><b>Term 4</b></p> <p><b>Religion:</b> Christianity <b>UC Concept:</b> Salvation</p> <p><b>Key Question:</b> <i>Why does Easter matter to Christians?</i></p> |
| <p><b>Understanding other worldly religions</b></p>  | <p><b>Term 5</b></p>  |
| <p><b><u>Judaism – Shabbat</u></b><br/> I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.<br/> I can use the right names for things that are special to Jewish people during Shabbat and explain why.<br/> I can start to make a connection between being Jewish and decisions about behaviour.</p> <p><b><u>Judaism – Rosh Hashanah and Yom Kippur</u></b><br/> I can say how it feels to say sorry and what I have said sorry for.<br/> I can tell you something that either Rosh Hashanah or Yom Kippur is about.<br/> I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p> <p><b><u>Judaism – Chanukah</u></b><br/> I can talk about how cards help to mark celebrations.<br/> I can recognise some of the symbols used at Chanukah and start to explain them.<br/> I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s\he feels about God.</p> | <p><b>Religion:</b> Judaism <b>Theme:</b> Rosh Hashanah and Yom Kippur</p> <p><b>Key Question:</b> <i>Are Rosh Hashanah and Yom Kippur important to Jewish Children?</i></p> <p><b>Term 6</b></p> <p><b>Religion:</b> Judaism <b>Theme:</b> Chanukah</p> <p><b>Key Question:</b> <i>Does celebrating Chanukah make Jewish children feel closer to God?</i></p>  |

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| <p><b>Key Concepts</b></p>   | <p><b><u>Year 2</u></b></p>  |
| <p><b>Understanding Christianity</b></p>   | <p><b>Term 1</b></p>   |
| <p><b><u>Creation (digging deeper)</u></b><br/> God created the universe.<br/> The Earth and everything in it are important to God.<br/> Humans should care for the world because it belongs to God.<br/> God has a unique relationship with human beings.</p> <p><b><u>Gospel</u></b><br/> Christians believe Jesus brings good news for all people.<br/> For Christians, this good news includes being loved by God, and being forgiven for bad things.<br/> Christians believe Jesus is a friend to the poor and friendless.<br/> Christians believe Jesus’ teachings make people think hard about how to live and show them the right way.</p> <p><b><u>Salvation (digging deeper)</u></b><br/> Easter is very important in the ‘big story’ of the Bible.<br/> Jesus showed that he was willing to forgive all people, even for putting him on the cross.<br/> Christians believe Jesus builds a bridge between God and humans.<br/> Christians believe Jesus rose again, giving people hope of a new life.</p>                        | <p><b>Religion:</b> Christianity <b>UC Concept:</b> Creation</p> <p><b>Key Question:</b> <i>Who made the world?</i></p> <p><b>Term 2</b></p> <p><b>Religion:</b> Christianity <b>UC Concept:</b> Gospel</p> <p><b>Key Question:</b> <i>What is the good news that Jesus brings?</i></p> <p><b>Term 3</b></p> <p><b>Religion:</b> Islam <b>Theme:</b> Prayer at home</p> <p><b>Key Question:</b> <i>Does praying at regular intervals help a Muslim in his/her every day?</i></p> <p><b>Term 4</b></p> <p><b>Religion:</b> Christianity <b>UC Concept:</b> Salvation</p> <p><b>Key Question:</b> <i>What do Christians believe God is like?</i></p> |
| <p><b>Understanding other worldly religions</b></p>  | <p><b>Term 5</b></p>   |
| <p><b><u>Islam – Prayer at home</u></b><br/> I can explain how it felt to have to stop doing something to reach the target we had set.<br/> I can use the right words to describe how Muslims pray and begin to explain why they do this.<br/> I can start to think through how praying 5 times a day might help in some ways more than others.</p> <p><b><u>Islam – community and belonging</u></b><br/> I can understand how meeting in a certain place could make me feel like I belong.<br/> I can explain what happens when Muslims pray alone or at the mosque.<br/> I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p> <p><b><u>Islam – Hajj</u></b><br/> I can tell you about a special journey and why it was special to me.<br/> I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.<br/> I can start to think about the significance of Hajj to a Muslim.</p> | <p><b>Religion:</b> Islam <b>Theme:</b> Community and Belonging</p> <p><b>Key Question:</b> <i>Does going to a mosque give Muslims a sense of belonging?</i></p> <p><b>Term 6</b></p> <p><b>Religion:</b> Islam <b>Theme:</b> Hajj</p> <p><b>Key Question:</b> <i>Does completing Hajj make a person a better Muslim?</i></p>  |

## Key Concepts

### Understanding Christianity

#### Creation/fall

God the Creator cares for the creation, including human beings.  
As human beings are part of God's good creation, they do best when they listen to God.  
The Bible shows that God *wants* to help people to be close to him— he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).  
(Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.)

#### Incarnation

Christians believe God is Trinity: Father, Son and Holy Spirit.  
Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.  
Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.  
Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.  
Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.  
Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.

#### Salvation

Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.  
The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.  
Christians today trust that Jesus really did rise from the dead, and so is still alive today.  
Christians remember and celebrate Jesus' last week, death and resurrection.

### Understanding other worldly religions

#### Hinduism – Divali

I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol.  
I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.  
I can start to say why Divali might bring a sense of belonging to Hindus.

#### Hinduism – Hindu beliefs

I can explain some of the different roles I play whilst still being me.  
I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.  
I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.

#### Hinduism – Pilgrimage to the River Ganges

I can explain why water is important.  
I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.  
I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.

## Year 3

### Term 1

**Religion:** Christianity **UC Concept:** Creation/fall

**Key Question:** *What do Christians learn from the creation story?*

### Term 2

**Religion:** Christianity **UC Concept:** Incarnation

**Key Question:** *What is Trinity?*

### Term 3

**Religion:** Hinduism **Theme:** Divali

**Key Question:** *Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?*

### Term 4

**Religion:** Christianity **UC Concept:** Salvation

**Key Question:** *Why do Christians call the day Jesus died 'Good Friday'?*

### Term 5

**Religion:** Hinduism **Theme:** Hindu beliefs

**Key Question:** *How can Brahman be everywhere and in everything?*

### Term 6

**Religion:** Hinduism **Theme:** Pilgrimage to the River Ganges

**Key Question:** *Would visiting the River Ganges feel special to a non-Hindu?*

## Key Concepts

### Understanding Christianity

#### Creation/fall (digging deeper)

The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). This means that humans cannot get close to God without God's help.

The Bible shows that God *wants* to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers *forgiveness* even when they keep on falling short.

Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.

#### People of God

The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God.

The People of God try to live in the way God wants, following his commands and worshipping him.

They believe he promises to stay with them and Bible stories show how God keeps his promises.

#### Salvation (digging deeper)

Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.

The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do.

Christians today trust that Jesus really did rise from the dead, and so is still alive today.

Christians remember and celebrate Jesus' last week, death and resurrection.

#### Kingdom of God

Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').

Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.

Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.

Christians celebrate Pentecost as the beginning of the Church.

### Understanding other worldly religions

#### Judaism - Beliefs and practices

I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make.

I can start to explain what makes Jewish people believe they have a special relationship with God.

I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.

#### Hinduism – Values and commitment

I can show an understanding of why people show commitment in different ways.

I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.

I can express why I think Hindus might choose different ways to show commitment to God.

## Foxes A

### Term 1

**Religion:** Christianity **UC Concept:** Creation/fall

**Key Question:** *What do Christians learn from the creation story?*

### Term 2

**Religion:** Christianity **UC Concept:** People of God

**Key Question:** *What is it like (for Christians) to follow God?*

### Term 3

**Religion:** Judaism **Theme:** Beliefs and practices

**Key Question:** *How special is the relationship Jews have with God?*

### Term 4

**Religion:** Christianity **UC Concept:** Salvation

**Key Question:** *Why do Christians remember the events of Holy Week every year?*

### Term 5

**Religion:** Hinduism **Theme:** Values and commitment

**Key Question:** *What is the best way for a Hindu to show commitment to God?*

### Term 6

**Religion:** Christianity **UC Concept:** Kingdom of God

**Key Question:** *When Jesus left, what was the impact of Pentecost?*

## Key Concepts

### Understanding Christianity

#### Incarnation

Jesus was Jewish.

Christians believe Jesus is God in the flesh.

They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.

The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.

Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)

Christians see Jesus as their Saviour (salvation).

#### Gospel

Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.

Jesus shows love and forgiveness to unlikely people.

Christians try to be like Jesus — they want to know him better and better.

Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.

#### God

Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.

Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.

Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.

Christians believe getting to know God is like getting to know a person rather than learning information.

### Understanding other worldly religions

#### Buddhism – Buddha's teachings

I can start to show an understanding of why people think it is difficult to be happy all the time.

I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.

I can begin to show an understanding of what being happy means to Buddhists.

#### Buddhism – The 8-fold path

I can suggest why there may be problems in the world and how people could help solve them.

I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.

I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.

I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice.

I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.

I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.

## Foxes B

### Term 1

**Religion:** Buddhism **Theme:** Buddha's teachings

**Key Question:** *Is it possible for everyone to be happy?*

### Term 2

**Religion:** Christianity **UC Concept:** Incarnation

**Key Question:** *Was Jesus the Messiah?*

### Term 3

**Religion:** Buddhism **Theme:** The 8-fold path

**Key Question:** *Can the Buddha's teachings make the world a better place?*

### Term 4

**Religion:** Christianity **UC Concept:** Gospel

**Key Question:** *What kind of world did Jesus want?*

### Term 5

**Religion:** Buddhism **Theme:** The 8-fold path

**Key Question:** *What is the best way for a Buddhist to lead a good life?*

### Term 6

**Religion:** Christianity **UC Concept:** God

**Key Question:** *What does it mean (for Christians) if God is holy and loving?*

## Key Concepts

### Understanding Christianity

#### Creation/fall (digging deeper)

There are many scientists through history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator. Further learning - Creation reveals something about the nature of God — for example, power, creativity, concern for life — and reminds humans of their place as dependent upon the Creator.

#### Gospel

The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin.

Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.

#### Salvation

Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.

The Gospels give accounts of Jesus' death and resurrection.

The New Testament says that Jesus' death was somehow 'for us'.

Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light.

Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).

Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.

### Understanding other worldly religions

#### Islam – beliefs and practices

I can show an understanding of why people show commitment in different ways.

I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.

I can think of some ways of showing commitment to God that would be better than others for Muslims.

#### Islam – Beliefs and moral values

I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.

I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.

I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.

I can give examples of times when I misinterpreted something.

I can explain two different Muslim interpretations of Jihad.

I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.

## Owls A

### Term 1

**Religion:** Christianity **UC Concept:** Creation/fall

**Key Question:** *Creation and science: conflicting or complementary?*

### Term 2

**Religion:** Christianity **UC Concept:** Gospel

**Key Question:** What would Jesus do?

### Term 3

**Religion:** Islam **Theme:** Beliefs and practices

**Key Question:** *What is the best way for a Muslim to show commitment to God?*

### Term 4

**Religion:** Christianity **UC Concept:** Salvation

**Key Question:** *What do Christians believe? What did Jesus do to save Human Beings?*

### Term 5 and 6

**Religion:** Islam **Theme:** Beliefs and moral values

**Key Question:** Does belief in Akhirah (life after death) help Muslims lead good lives?



## Key Concepts

### Understanding Christianity

#### Creation/fall

There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.

These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?

There are many scientists throughout history and now who are Christians.

The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

#### Kingdom of God

Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.

The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.

Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.

#### Salvation (digging deeper)

Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.

The New Testament says that Jesus' death was somehow 'for us'.

Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom.

Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.

### Understanding other worldly religions

#### Sikhism – beliefs in action

I can identify the different levels of commitment I show to different things and explain these priorities.

I can make links between how Sikhs practise their religion and the beliefs that underpin this.

I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.

#### Sikhism – beliefs and moral values

I can explain how some stories can teach people about what is important and how to behave.

I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.

I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.

#### Sikhism – Prayer and worship

I can show an understanding of why people show commitment in different ways.

I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.

I can start to express what I think about the best way a Sikh could show commitment to God.

## Owls B

### Term 1

**Religion:** Christianity **UC Concept:** Creation/fall

**Key Question:** *Creation and science: conflicting or complementary?*

### Term 2

**Religion:** Christianity **UC Concept:** Kingdom of God

**Key Question:** *What kind of King is Jesus?*

### Term 3

**Religion:** Sikhism **Theme:** Beliefs in action

**Key Question:** *How far would a Sikh go for his/her religion?*

### Term 4

**Religion:** Christianity **UC Concept:** Salvation

**Key Question:** *What difference does the resurrection make for Christians?*

### Term 5

**Religion:** Sikhism **Theme:** Beliefs and moral values

**Key Question:** *Are Sikh stories important today?*

### Term 6

**Religion:** Sikhism **Theme:** Prayer and worship

**Key Question:** *What is the best way for a Sikh to show commitment to God?*