

## RE

### What are the Key features of 'Knowledge-rich assessment for RE'?

- To provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality.
- It develops pupil's knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views.
- It offers opportunities for personal reflection and spiritual development.
- It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

### RE: Key Stage 1

#### YEAR 1

#### Autumn 1: What can we learn from sacred books and stories?

Make sense of belief	Understanding the impact	Make connections
Can I identify some beliefs about holy writings for Muslims, Christians and Jews?	Can I recognise some ways in which Christians, Muslims and Jewish people treat their sacred books?	Can I think, talk and ask questions about stories from sacred texts and give reasons for my own responses?
Can I re-tell stories from Muslim and Christian sources and suggest the meaning of these stories?	Can I recognise that sacred texts contain stories that are special to many people and therefore these texts are treated with respect?	
Can I give examples of how stories show what people believe? (e.g. the meaning behind a festival)	Can I give examples of how people use stories, texts and teachings to guide their beliefs and actions?	

#### Autumn 2: Why does Christmas matter to Christians?

Make sense of belief	Understanding the impact	Make connections
Can I recognise that stories of Jesus' life come from the Gospels?	Can I give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas?	Can I think, talk and ask questions about Christmas for people who are Christians and for people who are not?
Can I give a clear, simple account of the story of Jesus' birth and explain why Jesus is important for Christians?		Can I decide what I personally have to be thankful for, giving a reason for my ideas?

#### Spring 1: What are our favourite creations?

Make sense of belief	Understanding the impact	Make connections
Can I identify things that make our world special?	Can I understand that people may have different views and believe different things?	Can I think about what makes the world special and give reasons for my own responses?
Can I explore the Jewish, Christian and Islamic creation stories, as well as exploring and comparing the Hindu creation story?	Can I recognise why certain creations, such as plants and animals, are important and special?	Can I think, talk and ask questions about Heaven and expand on my own beliefs/ideas?

#### Spring 2: What do Muslims believe and how do they live?

Make sense of belief	Understanding the impact	Make connections
Can I recognise the words of the Shahadah and understand that it is very important for Muslims?	Can I give examples of how Muslims use the Shahadah to show what matters to them?	Can I think, talk about and ask questions about Muslim beliefs and ways of living?
Can I identify some of the key Muslim beliefs expressed in the 5 Pillars of Islam?	Can I give examples of how Muslims put their beliefs about prayer and about Allah into action? (e.g. by daily prayer, fasting or pilgrimage)	Can I discuss what they think is good for Muslims (e.g. prayer, respect, celebration and self-control) giving good reasons for my ideas?

#### Summer 1: What can we learn from stories of the Prophet?

Make sense of belief	Understanding the impact	Make connections
Can I give examples of how stories about the Prophet show what Muslims believe about Muhammad?	Can I give examples of how Muslims use stories about the Prophet to guide their beliefs and actions? (e.g. care for animals, treat people equally)	Can I think, talk about and ask questions about Muslim beliefs and ways of living?
	Can I give examples of how Muslims put their beliefs about prayer and about Allah into action? (e.g. by daily prayer, by using subha beads)	Can I give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too?

#### Summer 2: What does it mean to belong to a faith community?

Make sense of belief	Understanding the impact	Make connections
Can I recognise and name some symbols of belonging to a faith community?	Can I give examples of how stories and shared community activities help people to feel they belong to their religion?	Can I think, talk and ask questions about belonging for Christians, Muslims and myself?
Can I give clear, simple accounts of stories that bring people together in their religions?		Can I talk thoughtfully about belonging to a religion, school, family, community etc?

**YEAR 2**

**Autumn 1: What would Jesus do? What do stories of Jesus tell Christians about how to live?**

Make sense of belief	Understanding the impact	Make connections
Can I understand that the core Christian belief that Jesus is a role model and an inspiration?	Can I give examples of how people use stories, texts and teachings to guide their beliefs and actions?	Can I think, talk and ask questions about whether the example of Jesus has something to say to me?
Can I give examples of how stories show what Jesus was like and why Christian people believe in him?	Can I give examples of ways in which believers put their beliefs into action?	Can I give a good reason for the views I have?
Can I give clear, simple accounts of what stories and other texts mean to believers?		

**Autumn 2: What are 'Rites of passage' for Christians?**

Make sense of belief	Understanding the impact	Make connections
Can I understand what a rite of passage is?	Can I recognise which rites of passage relate to Christianity?	Can I discuss important events and experiences that happen during my lifetime?
Can I understand that most religions have significant rites of passage? (e.g. birth ceremonies, initiation into the religion, coming of age, marriages, and funerals. The two major ones relate to birth and death)	Can I explain what happens at a Baptisms, Holy Communion, wedding ceremonies and funerals?  Can I find out which objects are significant to certain ceremonies and why roles people perform at weddings are important?	

**Spring 1: What makes some places sacred?**

Make sense of belief	Understanding the impact	Make connections
Can I identify core Muslim beliefs about prayer and mosques and about the pilgrimage, Hajj: why are these important?	Can I talk about ways in which stories, objects, symbols and actions used in mosques or on Hajj, show what Muslim people believe?	Can I think, talk and ask questions about whether my learning about Muslim worship has something to say to me?
Can I recognise that there are special places where people go to worship?	Can I give examples of ways in which Muslim believers put their beliefs into action?	Can I describe some of the ways Muslims use their holy places and about how these activities might make them feel, connecting to my own emotions?
Can I give clear, simple accounts of what these special, sacred places mean to believers?		

**Spring 2: Why does Easter matter to Christians?**

Make sense of belief	Understanding the impact	Make connections
Can I recognise that Incarnation and Salvation are part of a 'big story' of the Bible?	Can I give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter?	Can I think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to everyone about sadness, hope or heaven?
Can I tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation? (Jesus rescuing people).		Can I explore different ideas, giving a good reason for my ideas?
Can I recognise that Jesus gives instructions about how to behave?		

**Summer 1: Who is an inspiring person? What stories inspire Christians and Muslims?**

Make sense of belief	Understanding the impact	Make connections
Can I identify at least three people from religions, who are considered followers of God?	Can I understand why some people inspire others?	Can I think, talk and ask good questions about leadership and inspiration?
Can I describe stories that are about special people in two religions?	Can I identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves?	Can I find out about the different ways leaders are admired in different religions?
Can I identify a belief about a religious leader?	Can I give simple examples of inspiration, for example 'Moses / Jesus / Muhammad inspired people to... by...'?	Can I discuss and find links to other leaders, when considering who inspires me?

**Summer 2: Who celebrates what? How and where?**

Make sense of belief	Understanding the impact	Make connections
Can I recognise and explain simply what celebration means?	Can I give simple examples of the ways a festival makes a difference? (e.g. to emotions, to families)	Can I think, talk and ask good questions about big days in different religions?
Can I identify and name a Muslim festival and give three facts about it?	Can I talk about features in festival stories that made people feel happy or sad and compare them with my own experiences?	Can I talk about links between how people celebrate today and old stories?
Can I identify and name a Christian festival and give three facts about it?	Can I notice and suggest a meaning for some symbols used in the celebrations I learn about? (e.g. light, water, signs of togetherness)	Can I identify and compare simple similarities? (e.g. special or sacred food, music, stories, gatherings prayers or gifts)

**YEAR 3**

**Autumn 1: What do Christians believe? What is the Bible and why is it important for Christians?**

Make sense of belief	Understanding the impact	Make connections
<p>Can I identify ways in which the Bible is important for Christians and how it is used at home and in Church?</p> <p>Can I explore the types of writing in the Bible and understand how the different genres of writing in the Bible are used for different purposes?</p> <p>Can I investigate the Old and New Testaments and understand that the Bible is a collection of books?</p>	<p>Can I recognise that the Bible forms the main reference for guidance, teaching and worship?</p> <p>Can I recognise that certain sections of the Bible are special for different Christians?</p> <p>Can I identify similarities and differences between Islam and Judaism?</p>	<p>Can I reflect on my own feelings about my use of time and money; as well as what is of value in my own life?</p> <p>Can I portray my own ideas of God and select a piece of writing which has special meaning to me?</p>

**Autumn 2: How do Christians celebrate Christmas around the world?**

Make sense of belief	Understanding the impact	Make connections
<p>Can I identify and explain the core beliefs of Christmas based on Bible texts?</p> <p>Can I describe examples of ways in which people use texts/ sources of wisdom to make sense of Christmas festivities?</p> <p>Can I give varied meanings for the Christmas Bible stories?</p>	<p>Can I make clear connections between what Christian people believe about Jesus and how they remember and celebrate his birth?</p>	<p>Can I consider and weigh up how ideas about Christmas studied in this unit relate to my own experiences of 'big days' that come round once per year?</p> <p>Can I express an insight of my own value of the celebrations?</p>

**Spring 1: Why do people pray?**

Make sense of belief	Understanding the impact	Make connections
<p>Can I explain beliefs about prayer from Christians, Jews, Hindus and Muslims?</p> <p>Can I describe examples of texts which explain and influence Christians, Jews, Hindus and Muslims in Prayer?</p>	<p>Can I make clear connections between belief about God and the practice of prayer?</p> <p>Can I explain differences between the ways Christians, Jews, Hindus and Muslims pray?</p>	<p>Can I raise questions about prayer and God and explore varied answers?</p> <p>Can I explain the importance of prayer to Christians, Muslims, Jewish people and Hindus and those who do not pray, or pray in different ways?</p> <p>Can I give good reasons for my own views about prayer and its value in different communities?</p>

**Spring 2: What kind of world did Jesus want?**

Make sense of belief	Understanding the impact	Make connections
<p>Can I identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus?</p> <p>Can I make clear links between the calling of the first disciples and how Christians today try to follow Jesus? (and be 'fishers of people')</p> <p>Can I suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.</p>	<p>Can I give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways?</p>	<p>Can I make links between the importance of love in the Bible stories studied and life in the world today, giving good reasons for my ideas?</p>

**Summer 1: What religious signs and symbols do we see?**

Make sense of belief	Understanding the impact	Make connections
<p>Can I identify religious symbols and discuss why such symbols are used and how effective they are?</p> <p>Can I explore and interpret religious metaphors?</p>	<p>Can I identify the meanings of everyday signs and symbols?</p> <p>Can I understand that symbols in religion are often open to interpretation?</p> <p>Can I explain how religions use metaphors to convey beliefs and ideas?</p> <p>Can I explain what signs and symbols in a place of worship represent?</p>	<p>Can I identify objects of symbolic importance to me?</p>

**Summer 2: What does it mean to be a Christian in Britain today?**

Make sense of belief	Understanding the impact	Make connections
<p>Can I identify and describe core Christian beliefs about how to live?</p>	<p>Can I make simple links between Christian teachings and concepts studied and how people live, individually and in communities?</p> <p>Can I describe how people show their beliefs in the way they live?</p>	<p>Can I make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of my own clearly?</p> <p>Can I give good reasons for the views I have about the Christian ways of living?</p>

**YEAR 4**

**Autumn 1: What does it mean to live in a Hindu community today?**

Make sense of belief	Understanding the impact	Make connections
<p>Can I find out about the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean?</p> <p>Can I make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)?</p>	<p>Can I describe how Hindus show their faith within their families in Britain today? (e.g. home puja)</p> <p>Can I describe how Hindus show their faith within their faith communities in Britain today? (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</p> <p>Can I identify some different ways in which Hindus show their faith? (e.g. between different communities in Britain, or between Britain and parts of India)</p>	<p>Can I raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for my ideas?</p>

**Autumn 2: What are the deeper meanings of the festivals?**

Make sense of belief	Understanding the impact	Make connections
<p>Can I identify and describe how festivals from at least three religions are celebrated?</p> <p>Can I highlight and explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show?</p>	<p>Can I make simple connections between sacred texts and the practice of religious festivals today?</p> <p>Can I describe how people show devotion to God and commitment to key values in their festivals?</p> <p>Can I identify similarities, differences and generalities in relation to the festivals studied?</p>	<p>Can I raise questions about what is worth celebrating and why, suggesting answers of with my own reasons?</p> <p>Can I make links between different religions, which all celebrate the triumph of goodness over evil?</p>

**Spring 1: What matters most? Can we explore values: right and wrong with Christians and Humanists?**

Make sense of belief	Understanding the impact	Make connections
<p>Can I identify and explain beliefs about why people are good and bad? (e.g. from Humanism)</p> <p>Can I make links with sources of authority that tell people how to be good? (e.g. the Humanists saying that people can be 'good without God', and exist without a designer)</p>	<p>Can I make clear connections between Christian ideas and Humanist ideas, about being good and how people should live?</p> <p>Can I suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view?</p>	<p>Can I raise important questions and suggest answers about how and why people should be good?</p> <p>Can I make connections between the values studied with my own life, giving good reasons for my views?</p>

**Spring 2: What helps Hindu people as they try to be good?**

Make sense of belief	Understanding the impact	Make connections
<p>Can I identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha; using technical terms accurately?</p> <p>Can I give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha and dharma?</p>	<p>Can I make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live?</p> <p>Can I connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc?</p> <p>Can I give evidence and examples to show how Hindus put their beliefs into practice in different ways?</p>	<p>Can I make connections between Hindu beliefs studied (e.g. karma and dharma) and explain how and why they are important to Hindus?</p> <p>Can I reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view?</p>

**Summer 1: How and why do some religions see life as a journey? Where does the journey of life lead?**

Make sense of belief	Understanding the impact	Make connections
<p>Can I describe the variety of practises and ways of life related to life's journey and understand how these stem from and are closely connected with beliefs and teachings?</p>	<p>Can I consider the similarities and differences between secular and religious ceremonies? (e.g. weddings, funerals etc.)</p> <p>Can I consider how these beliefs may affect life choices?</p>	<p>Can I make connections between religions and beliefs?</p> <p>Can I consider my own journey of life and how religion may have an impact?</p>

**Summer 2: How does art reflect religion?**

Make sense of belief	Understanding the impact	Make connections
<p>Can I creatively explore the meaning of religious expression through art?</p> <p>Can I note links and understand why they are important in religion?</p>	<p>Can I give examples of where art is found in religion and consider the power the art has?</p> <p>Can I discuss how religious followers might feel when experiencing art?</p>	<p>Can I think, talk and ask questions about how important art is to me in its different forms.</p> <p>(e.g. Church windows, hymns and choirs, Islamic prayer mats, architecture of mosques etc.)</p>

**YEAR 5**

**Autumn 1: How do Muslim beliefs make a difference to their way of living?**

Make sense of belief	Understanding the impact	Make connections
<p>Can I identify and describe the 5 Pillars of Islam and the beliefs they express?</p> <p>Can I find out why the Pillars are practised by so many millions?</p>	<p>Can I make simple connections between beliefs about Allah and the 5 Pillars?</p> <p>Can I describe how people show devotion in Islam?</p>	<p>Can I consider questions about what Muslims believe? (e.g. is submission to Allah and generosity a good way to live?)</p> <p>Can I express my own ideas about the meaning and value of Muslims' rituals?</p> <p>Can I give good reasons for my views about religion and ritual?</p>

**Autumn 2: What are the different ways to worship? What are the differences and similarities between religions?**

Make sense of belief	Understanding the impact	Make connections
<p>Can I identify and explain beliefs about worship and prayer?</p> <p>Can I describe examples of ways in which people use sacred texts in worship and prayer?</p> <p>Can I compare ideas about worship from different religions?</p>	<p>Can I make clear connections between what people believe and how they worship and pray?</p> <p>Can I use evidence and examples to show how and why people put their beliefs into practice in prayer and worship?</p>	<p>Can I make connections between the beliefs and practices studied, evaluating and explaining their importance to different people?</p> <p>Can I reflect on and express what can be learnt from the practices of prayer and worship in different religions, giving my own ideas?</p>

**Spring 1: What are 'Rites of passage' for Muslims?**

Make sense of belief	Understanding the impact	Make connections
<p>Can I discover more about Muslim birth ceremonies and naming days?</p> <p>Can I find out more about the Islamic ceremonies: weddings, funerals etc?</p> <p>Can I understand the importance of the Hajj for a Muslim person?</p>	<p>Can I recognise the importance of names to Muslims and consider what names represent?</p> <p>Can I understand and explain some of the religious requirements for Muslims when they marry a person?</p> <p>Can I explain how a pilgrimage is a rite of passage and how people feel after making a journey?</p>	<p>Can I think about and explain why a naming ceremony is important and how different religious ceremonies compare?</p> <p>Can I reflect on why it is important to some people to have a ceremony when they marry?</p> <p>Can I reflect on ways to express comfort to a Muslim person (and other religious or non-religious people) who is mourning a death?</p>

**Spring 2: What is the Qur'an and why is it important to Muslims?**

Make sense of belief	Understanding the impact	Make connections
<p>Can I explain the meaning of the word 'sacred' and explore why the Qur'an is important to Muslims?</p> <p>Can I explore some of the characteristics of God as shown in the Qur'an and explain what the 'Bismillah' is?</p> <p>Can I find out ways in which Muslim children learn about the Qur'an?</p>	<p>Can I give examples of some of the ways in which the Qur'an is revered by Muslims?</p> <p>Can I give examples of how Muslims' behaviour is influenced by the Qur'an?</p> <p>Can I give reasons why Muslim parents want their children to learn about their religion?</p>	<p>Can I reflect on what is important in my own life?</p> <p>Can I reflect on my own ideas about the characteristics of God?</p> <p>Can I compare other religious texts that influence behaviour and compare the guidance with the Qur'an?</p> <p>Can I make connections with the hopes that the adults in my life has for me?</p>

**Summer 1: Can Christian Aid, Islamic relief and non-religious charities change the world? Why does faith make a difference?**

Make sense of belief	Understanding the impact	Make connections
<p>Can I explore some beliefs about why the world is not always a good place? (e.g. Christian ideas of sin)</p> <p>Can I make links between religious beliefs and teachings about why people try to make the world a better place?</p>	<p>Can I make simple links between teachings about how to live and ways in which people try to make the world a better place? (e.g. Tikkun Olam and the charity Tzedek)</p> <p>Can I describe some examples of how people try to live a virtuous life? (e.g. individuals and organisations).</p> <p>Can I identify some differences in how people put their beliefs into action?</p>	<p>Can I raise questions and suggest answers about why the world is not always a good place, and the best ways of making it better?</p> <p>Can I express my own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for my views?</p>

**Summer 2: Why is Prophet Muhammad important to Muslims?**

Make sense of belief	Understanding the impact	Make connections
<p>Can I find out more about who Muhammad is and what happened in his life?</p> <p>Can I explore some Hadith sayings and discuss what we can learn about Islam from them?</p> <p>Can I describe some of the moral beliefs of Muslims?</p>	<p>Can I discuss why Muslims call him the messenger from God and his impact on world history?</p> <p>Can I explain why Muhammad is a role model for Muslims?</p> <p>Can I describe some of the moral beliefs of Muslims?</p> <p>Can I give examples of how Muhammad affects a Muslim's daily life?</p>	<p>Can I compare Hadith sayings with ones from other religions?</p> <p>Can I compose an influential saying from my own thoughts, beliefs and morals?</p> <p>Can I relate my own experience of role models' and influences/inspirations in my own life?</p>

YEAR 6

Autumn 1: What do Jewish people believe and how do they live?

Make sense of belief	Understanding the impact	Make connections
Can I understand the words of the Shema as a Jewish prayer?	Can I give examples of how Jewish people celebrate special times? (e.g. Shabbat, Sukkot, Chanukah, Pesach)	Can I ask some questions about what Jewish people celebrate and why?
Can I re-tell some stories used in Jewish celebrations? (e.g. Chanukah or Pesach).	Can I make links between Jewish ideas of God found in the stories of the Torah and how people live?	Can I discuss Talk about what I think is good about reflecting, thanking, praising and remembering for Jewish people?
Can I give examples of how the stories used in celebrations.(e.g. Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah?	Can I give examples of how some Jewish people remember God in different ways? (e.g. mezuzah, on Shabbat, in festivals)	Can I give a good reason for my ideas about whether any of these things are good for me also?

Autumn 2: How do festivals and family life show what matters to Jewish people?

Make sense of belief	Understanding the impact	Make connections
Can I identify some Jewish beliefs about God, sin and forgiveness and describe what they mean?	Can I make simple links between Jewish beliefs about god and his people and how Jews live? (e.g. Through celebrating forgiveness, salvation and freedom at festivals)	Can I raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future?
Can I make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people?	Can I describe how Jews show their beliefs through worship in festivals, both at home and in wider communities?	Can I make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today?
Can I offer informed suggestions about the meaning of the Exodus story for Jews today?		

Spring 1: How does faith enable resilience??

Make sense of belief	Understanding the impact	Make connections
Can I describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life?	Can I make clear connections between what people believe about God and how they respond to challenges in life? (e.g. suffering, bereavement).	Can I interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these?
Can I identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences?	Can I give examples of ways in which beliefs about resurrection/ judgement/ heaven/ karma/ reincarnation make a difference to how people live?	Can I offer a reasoned response to the unit question, with evidence and example, expressing insights of my own?

Spring 2: How and why do some people inspire others?

Make sense of belief	Understanding the impact	Make connections
Can I explain beliefs about how inspirational people can bring believers closer to God?	Can I make clear connections between belief about living a good life and the leaders studied?	Can I raise questions about the concept of 'inspirational people', suggesting good answers?
Can I describe examples of texts or quotes, which explain what an ideal way of life might be?	Can I give examples of the impact of faith on life?	Can I explain the importance of role models from different religions?
Can I compare different inspiring leaders from different religions?	Can I explain differences between leaders from different religions?	Can I express my own response to the inspiring lives I have studied?

Summer 1: What roles does food play in religion?

Make sense of belief	Understanding the impact	Make connections
Can I give examples of how food is a significant aspect of many of the world's major religions?	Can I describe some of the foods that are forbidden in different world religions and suggest reasons why these foods are forbidden?	Can I consider the effects, both positive and negative, of fasting?
Can I explain some of the reasons why people following different religions choose to fast at particular times?	Can I understand that different religions have particular foods to commemorate special events and festivals?	Can I explain how certain foods can have symbolic importance in religions?
Can I give examples of how food during festivals, is important for different religions?	Can I explain the foods on a seder plate in relationship to the Passover story?	
Can I find out about the symbolism and significance of bread and wine in the Christian communion?		

Summer 2: What does religion look like in Oldham? What will make our community a more respectful place?

Make sense of belief	Understanding the impact	Make connections
Can I explain beliefs about the value of religious and cultural diversity in their local town/community?	Can I make clear connections between belief in the 'Golden Rule' and the needs of a mixed community?	Can I raise questions about how we can be a more tolerant and respectful community, suggesting answers?
Can I describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam?	Can I give examples of the impact of inter faith work in our community?	Can I explain the importance of tolerance, respect and liberty for all in making a community that is harmonious?
Can I compare their ideas about respect for all with those studied?		Can I give good reasons for my views about harmony in our communities?