

Religious Education: progression document



Nursery	Reception	Early Learning Goal: Understanding the world – People, Culture and Communities
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Enjoy joining in with family customs and routines. • ▪ Recognise and describe special times or events for family or friends. • ▪ Show interest in different occupations and ways of life indoors and outdoors. • ▪ Continue developing positive attitudes about the differences between people. • Tell me about some special times in your family. (Use photos.) • ▪ How is your family the same as, and different from, other families? • ▪ What jobs do your family do? (Ask families to send photos in if appropriate.) <p>Vocabulary: jobs, difference, special, event / celebration</p>	<p>Learning Objectives:</p> <ul style="list-style-type: none"> • Talk about their immediate family and community and some of their routines, culture, and celebrations. • ▪ Recognise that people have different beliefs and celebrate special times in different ways. • ▪ Understand that some places are special to members of their community. • ▪ Name people who help others in the community and talk about their different roles. • ▪ Know about similarities and differences between themselves and others, and among families, communities, cultures, and traditions. • What special events do you and your family celebrate? How do you celebrate different events? • ▪ Which special places do you know? Why are they special? • ▪ Which people in our community help us? What are their jobs? • <p>Vocabulary: community, belief, mosque, synagogue, church, similarities</p>	<ul style="list-style-type: none"> • know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
Christianity	Christianity	Christianity
Lower Phase – Year 1 and Year 2	Upper Phase – Year 3 and Year 4	Upper Phase – Year 5 and Year 6
<p>Year 1 : <u>What do Christians believe about God?</u> Learning Objectives: I can respect the work of a creator. I can retell a Christian story about creation. I can tell you how Christians believe God wants them to behave towards other. I can say how Christians Believe God wants them to behave towards the world. I can say how it feels to take care of the world or somebody.</p> <p>Key Vocabulary: Bible, Christian, Christianity, creation, creator, God, Harvest and respect.</p> <p>Year 1 : <u>Why was Jesus welcomed as a King on Palm Sunday?</u> Learning Objectives: I can think about qualities in people that I admire. I can explain why Jesus might have been special or important to the people around him. I can retell some of the Easter story. I can talk about a person that I admire and say why I admire them.</p> <p>Key Vocabulary: Special, important, qualities, admire, Romans, tomb, miracle and disciples.</p> <p>Year 2 : <u>Why do Christians believe God gave Jesus to the world?</u> Learning Objectives: I can tell you why the world may need special care. I can understand that a Christian might believe that Jesus had come to save the world. I can discuss how Christians might prepare for Christmas around the world. I can describe the gifts that Christians believe were brought for Jesus. I can say how I can help people in the world by showing love.</p> <p>Key Vocabulary: Environment, saviour, diversity, symbolise and healing.</p>	<p>Year 3 : <u>Has Christmas lost its true meaning?</u> Learning Objectives: I can talk about what Christmas celebrations mean to me. I can start to explain why certain items or symbols are important to Christians. I can explain why kindness might be meaningful at this time. I can start to consider how a Christian might explain why Jesus was sent to Earth. I can explain about whether Christmas involves the giving and receiving of gifts. I can explain what gift I would like to give to the world.</p> <p>Key Vocabulary: Incarnation, Prince of Glory and Lord of love.</p> <p>Year 3 : <u>Is forgiveness always possible for Christians?</u> Learning Objectives: I can explain what forgiveness is and why it might be difficult in some circumstances. I can describe what a Christian might learn about forgiveness from the Bible. I can retell a Bible story where Jesus forgave somebody. I can discuss how some Christians might feel about forgiveness. I can say why I think showing forgiveness is important. I can explain what forgiveness means to me.</p> <p>Key Vocabulary: Deliberate, resentment, diversity, paradise, salvation and abstract.</p> <p>Year 4 : <u>Could Jesus heal people? Did he perform miracles or was there some other explanation?</u> Learning Objectives: I can explain what I think a miracle is. I can explain one Christian viewpoint about Jesus’ healing miracles. I can talk about some of the things in the world that people think of as miracles and consider if there is another explanation. I can talk about a miracle I would like to see in the world today.</p> <p>Key Vocabulary: Incarnation, leper and issues.</p>	<p>Year 5 : <u>Is the Christmas story true?</u> Learning Objectives: I can understand that there are different versions of events that are true to some extent. I can retell a version of the Christmas story from the Bible. I can compare versions of the Christmas story from the Bible. I can start to explain what Christians might believe is true from the Christmas story. I can explain how ‘true’ means different things to different people and how stories can be ‘true’ in different ways. I can explain how people can see ‘truths’ in stories even when they are not true.</p> <p>Key Vocabulary: Eyewitness, lense, communion, confirmation and denomination.</p> <p>Year 5 : <u>How significant is it that God intended Jesus to die?</u> Learning Objectives: I can see how some people believe in freewill and others in destiny. I can begin to consider if the crucifixion was a consequence of the events of Holy Week. I can consider if Jesus knew that it was part of God’s plan. I can explain whether there is evidence that God intended Jesus to be resurrected. I can give an example of someone with a strong sense of purpose in their lives and give my opinion on this.</p> <p>Key Vocabulary: Destiny, freewill, intention, purpose, Pharisee, Pilate and conscience.</p> <p>Year 6 : <u>How did Jesus create a ‘New Covenant’ and what does it mean to Christians today?</u> Learning Objectives: I can explain why some promises are more important than others and may last a lifetime. I can identify the covenants in the Old Testament of the Bible and say whether they are conditional or unconditional. Also, I can explain how it was introduced to people at that time. I can explain how the New Covenant might impact on the lives of Christians today. I can say how I may or may not make a commitment based on the actions of others.</p> <p>Key Vocabulary: Binding, covenant, conditional and oath.</p>

<p>Year 2 : <u>How important is it for Christians to believe that Jesus came back to life after his crucifixion.</u></p> <p>Learning Objectives: I can say what I believe happens when somebody or something dies and the how the memories help me to remember. I can recall the parts of the Easter story. I can consider what symbols I would like to use when remembering people I love or new life.</p> <p>Key Vocabulary: Seasons, crucifixion, arrest, Gethsemane, resurrection, symbols, and interpretation.</p> <p>Big Ideas: What's it all about? A good life. Expressing Ourselves</p>	<p>Year 4 : <u>Does belief in the Trinity help Christians make better sense of God as a whole?</u></p> <p>Learning Objectives: I can understand how one item or material might show itself in different ways. I can explain what a Christian might learn from the Bible/other texts about the Trinity. I can explain about what other sources might help a Christian to learn about the Trinity. I can explain how people can have different aspects of their nature.</p> <p>Key Vocabulary: Aspects, characteristics, consubstantial denominations and substance.</p> <p>Big Ideas: Continuity. Change and Diversity. Expressing Ourselves</p>	<p>Year 6 : <u>Is there ever anything eternal?</u></p> <p>Learning Objectives: I can explain why I think some things will last forever and what I mean by that. I can explain about different types of love and whether they may be able to last forever. I can explain the Christian beliefs about heaven and what they might do to obtain an eternal life. I can discuss the Christian beliefs about forgiveness and how it might motivate them to do good. I can explain my own beliefs about whether something is eternal. I can explain about my own beliefs about what it means to lead a good life.</p> <p>Key Vocabulary: Agape, eternity and eternal.</p> <p>Big Ideas: What's it all about? Influence, community and the culture. The big picture</p>
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Buddhism	Buddhism	Buddhism
Lower Phase – Year 1 and 2	Upper Phase – Year 3 and Year 4	Upper Phase – Year 5 and Year 6
<p>Year 1 : <u>Why is the story of Buddha important to Buddhists?</u> Learning Objectives: I understand that stories are important. I can retell the key parts of the story of Buddha and why he left the Palace. I can say how it felt to take care of somebody or something. I can say how it feels to think of others.</p> <p>Key Vocabulary: Moral, enlightenment, bodhi tree, Buddha and Siddhartha</p> <p>Year 1: <u>What is the best way for a Buddhist to live a good life? Right Speech</u> Learning Objectives: I understand that instructions are important. I can retell part of the story of the Buddha. I can give some examples of right speech. I can say how it felt to use right speech. I can say how it feels to be spoken to politely. I understand that what people say is important.</p> <p>Key Vocabulary: Noble eightfold, suffering and meditation.</p> <p>Year 2 : <u>What is the best way for a Buddhist to live a good life? Right Action.</u> Learning Objectives: I can talk about teachers and say what makes good teachers special. I can say why it is important to use the right actions. I can say that sharing is a right action. I can say how a right action can help people to suffer less. I can say how it felt to use the right action. I can talk about the feelings linked to right actions.</p> <p>Key Vocabulary: Guidance, positive and actions.</p> <p>Big Ideas: What’s it all about? A good life. Influence, community and the culture.</p>	<p>Year 4 : <u>What is the best way for a Buddhist to live a good life?</u> Learning Objectives: I can consider which choices and consequences might lead to a good life I can consider examples of the Eightfold Path that a Buddhist might put into action in their lives I can explain how right mindfulness might help a Buddhist lead a good life I can discuss how a Buddhist might put Right Effort into practice in their lives I can explain what effort and mindfulness might mean to me I can explain the meanings of the steps of the 8-fold path I can say why I think some of the steps might be a better way for a Buddhist to lead a good life than others I can consider how I can make the world a better place for others</p> <p>Key Vocabulary: choices, consequences, Nirvana, reincarnation, mindfulness, effort</p> <p>Big Ideas: Expressing ourselves. A good life. Influence, community and the culture.</p>	
Sikhism	Sikhism	Sikhism
Lower Phase – Year 1 and 2	Upper Phase – Year 3 and Year 4	Upper Phase – Year 5 and Year 6
<p>Year 1 : <u>Who is God to Sikhs?</u> Learning Objectives: I can talk about important people in my life and what makes them special. I can tell the story of Guru Nanak and explain about how Sikh’s believe people should live. I can explain what the Guru Granth Sahib is and why it is special to Sikh’s. I can explain three things Sikh’s believe about God. I can explain what I believe in or what is important to me. I can explain how to treat people that are special to me and talk about how people believe they can live a better life.</p> <p>Key Vocabulary: Guru Nanak, equal, Guru Granth, Sahib, Waheguru, Chuar Sahib and Gudwara.</p> <p>Big Ideas: What’s it all about?</p>	<p>Year 4 : <u>Do Sikh’s think it is important to share?</u> Learning Objectives: I can discuss why it is important to share even though this is not always easy. I can talk about why Sikhs might choose to share. I can begin to explain an example of sharing in Sikhi history which might impact on the believer today. I can talk about why Sikh’s sit and share food in the Gudwara and how this shows their belief in equality. I can say how sharing contributes to a sense of belonging.</p> <p>Key Vocabulary: Generosity, Guru Angad, Dev Ji, Simran, Langar, Seva, Khanda, Kerat, Harmandir and donating.</p> <p>Big Ideas: A good life. Influence, community and the culture.</p>	<p>Year 5 : <u>How are sacred teachings and stories interpreted by Sikh’s today?</u> Learning Objectives: I can give an example of a story that teaches me how to behave towards others. I can describe what a Sikh or non- Sikh might learn from a story. I can recognise the stories are an important way of expressing belief and meaning. I can consider how the teaching and example on of the Gurus changed women’s rights in Sikhism. I can explain how stories teach what is important and how to behave. I can give my opinion as to why stories might be important to people today.</p> <p>Key Vocabulary: Bhai Kanaya, Compassion, Parable Morals, Gender equality and equal rights.</p> <p>Year 6 : <u>How far would a Sikh go for their religion?</u> Learning Objectives: I can talk about how different beliefs or causes are more important to me than others I can explain some key beliefs in Sikhi and begin to explore different ways Sikhs have put their beliefs into practice</p>

		<p>I can make links between the Sikh practices of selfless service (Sewa) or self-sacrifice and the Sikh beliefs that underpin this</p> <p>I can describe some of the actions a Sikh may carry out and the feelings they may experience when putting effort into following their religion</p> <p>I can identify the different amount of effort I show to different things and explain these priorities</p> <p>I can make links between how Sikhs practise their religion and the beliefs that underpin this</p> <p>I can consider some of the ways Sikhs choose to behave and the levels of commitment they show</p> <p>I can say what efforts I could increase for beliefs I think are important and what the outcomes might be</p> <p>Key Vocabulary: Ideal/ideology, Loyalty, 3 Pillars or Key Beliefs, integrity, Seva/Swea (Selfless Service), Vand ke Chakna (Sharing), sacrifice</p> <p>Big Ideas: Influence, community and the culture. Change and diversity. The big picture.</p>
Sanatan Dharma	Sanatana Dharma	Sanatana Dharma
Lower Phase – Year 1 and 2	Upper Phase – Year 3 and 4	Upper Phase = Year 5 and 6
<p>Year 2: <u>What might Sanatanis learn from the story of Rama and Sita from the celebrations of Diwali?</u></p> <p>Learning Objectives:</p> <p>I can understand what it means to ‘belong’ and can talk about the feelings a sense of belonging brings.</p> <p>I can recall the story of Rama and Sita and begin to identify what Sanatanis and others learn from it</p> <p>I can describe how the story of Rama and Sita helps Sanatanis understand right and wrong</p> <p>I can describe how the story of Rama and Sita informs some elements of Sanatana Dharma practice.</p> <p>I can tell you why belonging is important to me</p> <p>I can describe some of the ways a Sanatani might celebrate Diwali and how these celebrations relate to the story of Rama and Sita</p> <p>I can start to say why the story of Rama and Sita might be important to Sanatanis today and how sharing this celebration helps a sense of belonging</p> <p>Key Vocabulary: belonging, commitment, promise, included / excluded, welcoming, Diwali, Rama, Sita, Rangoli, Mendhi patterns, Diva lamps, Sanatana Dharma</p> <p>Big Ideas: What’s it all about? Expressing Ourselves.</p>	<p>Year 3: <u>What do some deities tell Sanatanis about God?</u></p> <p>Learning Objectives:</p> <p>I can explain how people show different aspects of their personalities</p> <p>I can explain the Sanatani belief that Brahman is one supreme deity with different aspects</p> <p>I can explain what some Sanatanis might believe about Ganesha</p> <p>I can explain what some Sanatanis might believe about Lakshmi</p> <p>I can apply this knowledge to the enquiry question</p> <p>I can explain how different aspects of my character help others see who I really am</p> <p>I can describe different deities and explain why they may be important to Sanatanis</p> <p>I can explain why or how these deities might tell Sanatanis more about God</p> <p>I can explain how I could show more of my positive aspects</p> <p>Key Vocabulary: aspects, attributes, personality, reflection, Brahm, deity</p> <p>Big Ideas: A good life.</p>	<p>Year 5: <u>How can Brahman be everywhere and everything?</u></p> <p>Learning Objectives:</p> <p>I can think about who I am and what I mean to different people</p> <p>I can explain why Sanatanis believe Brahman takes on many forms</p> <p>I can explain some Sanatani teachings about God</p> <p>I can explain how characteristics of Brahman present in different deities show how he can be everywhere and in everything</p> <p>I can explain how I see different aspects of myself in different roles</p> <p>I can make links between Sanatani beliefs regarding Brahman and gods with how they choose to live their lives</p> <p>I can express my understanding of how Brahman can/cannot be in everything</p> <p>I can explain how a belief in the importance of the living world might affect people's actions</p> <p>Key Vocabulary: role, essence, Vishnu, Shiva, personification</p> <p>Big Ideas: Influence, community and culture.</p>
Judaism	Judaism	Judaism
Lower Phase – Year 1 and 2	Upper Phase – Year 3 and Year 4	Upper Phase – Year 5 and Year 6
	<p>Year 3: <u>What is the best way for a Jew to live a good life?</u></p> <p>Learning Objectives:</p> <p>I can talk about agreements I have made and say why they are important.</p> <p>I can share why Abraham is important to Jewish people and talk about his commitment and trust in God</p> <p>I can share how Jews can commit to each other through marriage</p> <p>I can share how Jewish believers try to lead a good life through doing good in the world</p> <p>I can give you examples of things I do to live a good life and explain which ones are more or less important to me</p> <p>I can describe some of the ways that Jews choose to live a good life and consider that they do this in different ways</p>	<p>Year 5 : <u>What is the best way for a Jew to show commitment to God?</u></p> <p>Learning Objectives:</p> <p>I can show an understanding of how people show commitment in their lives</p> <p>I can choose a Jewish practice and describe how it enables Jews to show their commitment to God</p> <p>I can describe how the different practices can enable Jews to show commitment to God and compare to similar rites of passage that I know about</p> <p>I can show an understanding of why people show commitment in different ways</p> <p>I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others</p> <p>I can explain why I think some ways of showing commitment to God might be better than others for Jews</p>

<p>I can express an opinion on which ways I think might be the best ways for Jews to live a good life and start to give reasons I can explain how I choose different ways to live out my understanding of a good life and how I might improve this further</p> <p>Key vocabulary: Abraham, commitment, Shabbat, Mitzvoth/good deeds, synagogue, Shabbat (candles and challah bread), Torah</p> <p>Year 3 : <u>How do Jewish belief, teachings and stories impact on daily life?</u> Learning Objectives: I can discuss why I would choose to eat certain foods and share who helps me make my food choices and why I can tell you about some of the foods Jews would choose to eat or not eat if they keep kosher I can retell the story of Passover and begin to explain why it is important to Jews today I can share how Passover is celebrated and why it is important to Jewish people I can discuss why I would choose to follow an instruction not to eat certain foods, whom I would listen to and why I can describe some of the things Jews do to show how their beliefs and respect for God impacts on their daily life I can start to identify how it might feel to keep Kashrut I can show how some people choose to show respect for those in authority by following the rules</p> <p>Key Vocabulary: decision, choices, halal, kosher, vegan, vegetarian, Kashrut rules /food laws, kosher, Passover, Seder meal, Seder plate</p> <p>Year 4 : <u>How does celebrating Shavuot help Jewish children feel closer to God?</u> Learning Objectives: I can share my thoughts on what it feels like to belong to a group or a community I understand what Shavuot is celebrating and consider rules for the world today I can describe how Jewish families celebrate Shavuot today I can understand the importance of the Shema prayer and begin to explain how it impacts Jewish lives today I can reflect on celebrations and say why they are special I recall the main story of Shavuot and talk about some of the key beliefs and practices I can reflect on the Shavuot festival and explain how some aspects may help a Jewish child feel closer to God I can create an affirmation I would like to make and explain why</p> <p>Key Vocabulary: rite, synagogue, Shavuot, 10 Commandments, pilgrimage, Shema, affirmation</p> <p>Big Ideas: A good life, Expressing ourselves</p>	<p>I can explain how people may show different levels of commitment in public, although their beliefs might be the same</p> <p>Key Vocabulary: Promise, Effort, Dedication, Patience, Responsibility, Covenant, Kashrut, Bar Mitzvah, Bat Mitzvah</p> <p>Year 6 : <u>How are sacred teachings and stories interpreted by Jews today?</u> Learning Objectives: I can identify, understand, and appreciate diversity within the people who may identify as belonging to the same groups or ideals I can describe how Shabbat is celebrated amongst different Jewish communities I can explain why the Tanakh, Torah and Talmud are important to most Jews and why some stories in the Torah are still relevant today I can explain how the laws of the Torah still impact the lives of Jews today I can explain how some stories and teachings can teach people about what is important and how to behave I can recognise that stories and teachings can be an important way of expressing belief and meaning and can explain the relevance of a Jewish story or sacred text I can explain how some stories and texts can teach Jews about what is important in life and relate this to different communities within Judaism I can choose a story I find meaningful and explain why I have chosen it and what I have learnt from it</p> <p>Key Vocabulary: diversity, Challah, Orthodox, Reform, Talmud</p> <p>Big Ideas: Influence, Community and Culture</p>	<p>I can explain how people may show different levels of commitment in public, although their beliefs might be the same</p> <p>Key Vocabulary: Promise, Effort, Dedication, Patience, Responsibility, Covenant, Kashrut, Bar Mitzvah, Bat Mitzvah</p> <p>Year 6 : <u>How are sacred teachings and stories interpreted by Jews today?</u> Learning Objectives: I can identify, understand, and appreciate diversity within the people who may identify as belonging to the same groups or ideals I can describe how Shabbat is celebrated amongst different Jewish communities I can explain why the Tanakh, Torah and Talmud are important to most Jews and why some stories in the Torah are still relevant today I can explain how the laws of the Torah still impact the lives of Jews today I can explain how some stories and teachings can teach people about what is important and how to behave I can recognise that stories and teachings can be an important way of expressing belief and meaning and can explain the relevance of a Jewish story or sacred text I can explain how some stories and texts can teach Jews about what is important in life and relate this to different communities within Judaism I can choose a story I find meaningful and explain why I have chosen it and what I have learnt from it</p> <p>Key Vocabulary: diversity, Challah, Orthodox, Reform, Talmud</p> <p>Big Ideas: Influence, Community and Culture</p>
<p>Islam</p> <p>Lower Phase – Year 1 and 2</p>	<p>Islam</p> <p>Upper Phase – Year 3 and Year 4</p>	<p>Islam</p> <p>Upper Phase – Year 5 and Year 6</p>
<p>Year 1 : <u>Who is God to Muslims?</u> Learning Objectives: I can explain how to show respect I can consider some attributes that Muslims might believe that Allah has I can explain the meaning of some of the 99 names of Allah I can explain the ways a Muslim might show respect to Allah in their lives I can tell you how I might show respect for other people I can describe some of the attributes (names) of Allah and what these might mean</p>	<p>Year 3 : <u>Does praying at regular intervals help a Muslim in their everyday lives?</u> Learning Objectives: I can consider how making a regular commitment to something can increase its effectiveness I can discuss some reasons why Muslims might pray I can explain what parts of Muslim’s life might be helped by regular prayer I can explain why Muslims might want to pray in a Mosque</p>	<p>Year 5 : <u>What is the best way for a Muslim to show commitment to God?</u> Learning Objectives: I can discuss what I have been committed to and what I would like to commit to in the future I can explain why some reasons for prayer might be important to Muslims I can explain why helping the poor or needy might support a Muslim in showing commitment to God I can explain how fasting might show commitment to God for a Muslim</p>

<p>I can explain how Muslims might show respect for these in their daily lives I can say what I do to show people who are special to me that I care</p> <p>Key Vocabulary: respect, Allah, Muslim, Qur'an, attribute, deity</p> <p>Year 2 : How important is the Qur'an to Muslims?</p> <p>Learning Objectives: I can talk about something I have learnt from a story I can say how a Muslim might show respect to the Qur'an I can order events from the Night of Power and say what I think is important I can say some of the instructions a Muslim might follow that are in the Qur'an I can give examples of good things I could do in my life I can explain why a Muslim might think the Qur'an is important I can explain how instructions in the Qur'an might impact on the life of a Muslim today I can consider how some of the things I think are important might be similar to instructions in the Qur'an</p> <p>Key Vocabulary: Angel, noble, squander</p> <p>Big Ideas: What's it all about?</p>	<p>I can explain how commitment can be hard and can describe how it would feel to reach a goal I can describe the Muslim prayer routine and where they might choose to pray and say why I can explain how Muslims might be helped in their everyday lives by regular prayer I can consider what regular actions are important to me and how I can remember them</p> <p>Key Vocabulary: commitment, Prayer (Salat/Salah), Mosque, Dome, Minaret, Washroom</p> <p>Big Ideas: Continuity</p>	<p>I can name a commitment that is important to me and say why it is important I can explain some of the ways that Muslims might show commitment to God I can say which I think is the best way for a Muslim to show commitment to God and say why I can identify commitments I could improve upon and say how</p> <p>Key Vocabulary: Ramadan, Zakat, Charity, Purify, Sawm (Fasting)</p> <p>Year 6 : Does belief in Akhirah (life after death) help Muslims live a good life?</p> <p>Learning Objectives: I can consider what motivation means to me and consider how people can be helped when others are motivated to do good deeds I can interpret some things the Qur'an says about life after death I can say how instructions in the Qur'an can help Muslims lead a good life I can explain some actions a Muslim might take as Jihad 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 express a vision of how leading a good life could make the world the place I want it to be</p> <p>Key Vocabulary: motivation, satisfaction, Akhirah, Jihad, vision</p> <p>Big Ideas: The big picture</p>
Humanism	Humanism	Humanism
Lower Phase – Year 1 and 2	Upper Phase – Year 3 and Year 4	Upper Phase – Year 5 and Year 6
<p>Year 2 : What do Humanists believe?</p> <p>Learning Objectives: I can say how I would like to be treated I can say what I would do to look after the world and show people I care I can tell you how I might care for people, animals and the planet I can say something a Humanist might choose to live by and how they might treat other people I can talk about 3 things Humanists believe and how this might affect their actions I can talk about a Humanist symbol and explain what it means I can say some things that Humanists might believe I can say how Humanists might act in their daily lives I can apply this knowledge to the enquiry question</p> <p>Key Vocabulary: respect, rules/Golden Rule, Humanism/Humanist, non-religious, worldview, Big Bang, curiosity, evolution/evolved, freedom, problem, solution, Happy Human, symbol, environment, food bank, resources, wildlife</p> <p>Big Ideas – A Good Life</p>	<p>Year 4 : What motivates a Humanist to live a good life?</p> <p>Learning Objectives: I can discuss what is a "good" life I can explain some actions a Humanist might take to lead a good life I can say what would motivate me to lead a better life I can discuss what rule a Humanist might choose to live by to live a good life I can discuss what a Humanist might believe about how the world began I can discuss what actions a Humanist may take to live a good life I can explain some things that Humanists might believe I can explain how Humanists might act in their daily lives I can apply this knowledge to the enquiry question</p> <p>Key Vocabulary: actions, choices, consequences, atoms, gases, carbon, climate, freedom, global warming</p> <p>Big Ideas: A Good Life</p>	<p>Year 6 : How do inspirational people impact on how Humanists live today?</p> <p>Learning Objectives: I can discuss the characteristics of a role model I can explain something which has inspired me and how I live I can say whether the people we have studied might be a role model to me and others I can discuss how Albert Einstein/Charles Darwin/Alice Roberts might inspire a Humanist and say why I can explain what a Humanist might find as an inspiration and say why I can apply this knowledge to the enquiry question I can explain how Humanists might act as a result of this inspiration</p> <p>Key Vocabulary: Impact, inspiration, physics Nobel Prize atheist, naturalist, natural selection, anatomist, anthropologist, archaeology, palaeopathology, skeleton, ethical, impact, inspiration/al, criteria, commonality, difference</p> <p>Big Ideas: Influence, Community and Culture</p>