



Lawford Curriculum Overview - RE

Year Group	Autumn		Spring		Summer	
	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV
Reception	<p>What is this religious story about? Why might people tell this story?</p> <p>Theology</p> <p>Christianity</p> <p>ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Know that the Bible is a special book for Christians - Recognise people, objects, and actions that are important to Christians - talk about things that are special to them - remember a religious story and talk about it - talk about what is important to them and other people - share ideas and opinions about a religious story - Discuss why bible stories are important to Christians. Parables – story with a message to show Christians how to live as God wants. Moses – friend of God. Different stories about how life as friend of God can be difficult.</p>	Identity	<p>Why does Easter matter to Christians?</p> <p>Theology</p> <p>Christianity</p> <p>ELG - 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;</p> <p>ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p>Pupils will know that Easter is very important in the Big Story of the Bible. · Christians believe Jesus rose again, giving people hope of a new life.</p>	Identity	<p>What happens in the Mosque?</p> <p>Social Sciences</p> <p>Islam</p> <p>ELG - 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;</p> <p>Pupils will know a mosque is where Muslims worship God. The will know it is a different religion to Christianity. Talk about and name some significant features in a mosque. Muslims call God Allah.</p> <p>Vocabulary - Worship, special, sacred, peaceful, spiritual, Mosque, prayer, peace be upon you, prayer mat, Minaret, Dome, Qur’an, Allah, hijab Imam, Islam, masjid Mu’adhin salah wudu</p>	Identity
	<p>How do people celebrate?</p> <p>Social Sciences</p> <p>Christianity/Hinduism</p> <p>ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p> <p>Know that the Bible is a special book for Christians - Recognise people, objects, and actions that are important to Christians - talk about things that are special to them - remember a religious story and talk about it - talk about what is important to them and other people - share ideas and opinions about a religious story - Discuss why bible stories are important to Christians. Parables – story with a message to show Christians how to live as God wants. Moses – friend of God. Different stories about how life as friend of God can be difficult.</p>	<p>Care</p> <p>Identity</p> <p>Tolerance</p> <p>Mutual Respect</p>			<p>What is right? What is wrong? What is Good?</p> <p>Philosophy</p> <p>Christianity/Islam</p> <p>ELG - 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;</p> <p>Story of David and Jonathan - idea of a faithful friend. Garden of Eden - temptation, examples of good people acting as a result of faith. E.g. Mother Teresa, Elizabeth Fry, Pulina Dlamini, St Martin de Porres, Martin Luther King Jr, Abdul Sattar Edhi, Golden Rule treat people as you want to be treated.</p> <p>Vocabulary:</p> <p>Moral, right, wrong, good, value, qualities, temptation, inspirational, generosity, Zakat, charity, parable, Eden, the fall</p>	<p>Identity</p> <p>Tolerance</p> <p>Individual liberty</p> <p>Mutual respect</p>

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1	<p>How did the universe come to be? Philosophy. Skills: Ask questions about the world around them and talk about these questions</p> <p>Begin to make connections between using their senses and what they know about the world around them. Give a simple reason using the word 'because' when talking about religion and belief</p> <p>Using religious and belief stories to talk about how beliefs impact on how people behave</p> <p>Key Knowledge: Bible is the Christian holy book. The creation story is in the first book in the bible - Genesis. The creation came from nothing and took 6 days ending with a day of rest. Order of creation</p> <p>Hindus have many creation stories. There is darkness/stillness and then change. Knowledge of the sequence of chosen creation story – lotus Different parts of the world have different ideas about creation that are based on a world view not a religion Maori/Polynesian concepts:</p> <p>Kaitiakitanga means guardianship and protection – looking after the world. It is a way of managing the environment, based on the Māori worldview. Protecting from pollution 'It was good'</p> <p>A kaitiaki is a guardian. This can be a person or group that cares for an area such as a lake or forest.</p>	<p>Identity Care</p> <p>Tolerance Mutual respect</p>	<p>How does a celebration bring a community together? Social Science Skills: Compare own celebrations to those of others. Compare Christian and Muslim celebrations Explain what is the same and different. Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews Knowledge: Weddings – Western/ Islamic (Nika) Baptism/ naming ceremonies – Aqiqah Religious festivals Christmas,/Easter, Eids al Hada and Fitr Special clothes, special foods</p>	<p>Identity</p> <p>Tolerance Mutual Respect Individual liberty</p>	<p>What does the cross mean to Christians? Theology Skills: Give a clear, simple account of the easter story, Give examples of how Christians use their belief to guide their daily lives.</p> <p>Knowledge: Jesus died on a cross Christians believe he did this because he loved them and to say sorry for all their sins. Christians believe Jesus came back to life – resurrection Christians believe Jesus went up to heaven and that when they die they will join him in heaven</p>	<p>Identity</p> <p>Tolerance Individual liberty</p>

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1	<p>What do Muslims need to know about the Life of the Prophet Mohammed?</p> <p>Theology</p> <p>Skills: Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview Using religious and belief stories to talk about how beliefs impact on how people behave</p> <p>Give an example of how Muslims use beliefs to guide their daily lives</p> <p>Knowledge: Islam is a religion that believes in one God Muslims call God Allah. Qur'an is Muslim holy book. It contains rules for Muslims. Mohammed is the prophet who received the word of God and wrote them in the Qur'an. He is the most important prophet in Islam Hadith contains stories from the life of the prophet they give important guidance and rules about how to be a good Muslim. Know in detail one 'story from the life of the prophet Mohammed' Mecca, Median and Jerusalem are important places in Islam</p>	<p>Identity</p> <p>Tolerance Mutual Respect</p>			<p>What questions do religious stories make us ask? DO we have any answers?</p> <p>Skills Make links across the religious stories. What questions do these make them ask? Compare how the hadith and parables are used to teach Knowledge: Jesus told stories to help explain how to be a good Christian. These stories are parables They help Christians like the hadith help muslims</p>	n
2	<p>Why is light an important symbol for Christians, Jews and Hindus?</p> <p>Theology</p> <p>Skills Retell a stories from Christianity, Hinduism and Judaism linked to light. at least one religion or worldview and recognise a link with a belief Make connections between these stories and explain similarity/difference Give different examples of how belief about light influences daily life Knowledge: Story of Diwali Story of Hannukah – Maccabees Transfiguration Jesus Jesus as light of the world</p>	<p>Identity Care</p> <p>Tolerance Mutual Respect</p>	<p>How do Christians belong to their faith family?</p> <p>Social Science</p> <p>Skills Identify local presence of Christianity in local buildings especially in the local area Identify ways in which Christian beliefs can have an impact on a Christian's daily life, their family or local community Recognise actions as a result of belief and that this can be affected by culture. Knowledge: Weddings, baptism, communion/confirmation Vestemnts of ministers - different colours Variety of church buildings – UK and overseas God parents, baptism – child/adult (basic) Ceremonies in UK vs global Christianity. African tradition/ South American tradition</p>	<p>Identity Care</p> <p>Tolerance Mutual Respect Individual Liberty</p>	<p>How do Muslims show devotion to God?</p> <p>Social Science</p> <p>Recognise actions as a result of belief and that this can be affected by culture. Identify local presence of Islam/Mosques in in local region Identify ways in which Muslim beliefs can have an impact on a Muslim's daily life, their family or local community Knowledge: 5 Pillars in outline Compass/prayer mat Clothing – variations and culture, hijab, niqab, Wudu Ramadan – fasting Food – Halal and Haram Zakat – alms/charity</p>	<p>Identity Care</p> <p>Tolerance Mutual Respect Individual Liberty</p>

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	<p>What does the nativity story teach Christians about Jesus? Theology Skills Explain the significance of incarnation to Christians Explain different versions of the nativity story (Luke and Matthew) Form a view about why they might be different. Create questions linked to humility of Jesus birth</p> <p>Knowledge Bible in two sections – old and New Testament. Nativity and life of Jesus is in the New Testament. The story is in two gospels – Matthew and Luke Detail of the nativity stories Christians believe Jesus is fully God and fully human. Symbolism of gifts – gold, frankincense and myrrh Herod and flight to Egypt</p>	Identity Power			<p>Why do people have different views about the idea of God?</p> <p>Philosophy Skills: Talk about/explain what people mean when they say they ‘Know’ something. Give a reason to say why someone might hold a particular belief using the word, because.... Consider what makes people act in a certain way if they don’t believe in deities.</p> <p>Knowledge: Describe Theism/Atheism and Agnosticism Describe different ideas about god/gods Hindu world view - multiple gods (faces of God) One God – Christianity, Judaism and Islam Trinity – Father, Son and Holy Spirit</p>	Identity Tolerance Mutual Respect Individual Liberty
3	<p>How do people express commitment to a religion?</p> <p>Social Sciences: Compare Islam, Christian and Hindu expressions of commitment. Ask questions about why commitment through action is important in these religions.</p> <p>Knowledge: 5 pillars (recap) Prayer beads/rosary Hindu concepts Ahimsa, Dharma and Karma (basic) Sewa - service Care of earth Local shrines – incense. Puja Mantra and chanting idols Offerings Pilgrimage/Hajj Ganges is an important river for Hindus Importance of bathing Hinduism and Islam</p>	Identity Care Tolerance Mutual Respect	<p>What is philosophy? How do people make moral decisions?</p> <p>Skills: Explain how people could know right from wrong. Describe the difference between knowing and believing. Use more than one reason to support their view Explain some similarities and differences in these ideas.</p> <p>Knowledge: Humanism Logic and scientific method One life – do the best Reason/logic - do no harm Love and forgiveness Human Autonomy Rules and punishment/consequences Social rules/laws Religious laws -Islam and Christianity</p>	Identity Care Tolerance Mutual Respect	<p>What do Muslims believe about God? Theology</p> <p>Skills: Explain how different names for Allah represent different aspects giving examples. Apply this understanding to describe the actions of Muslims in expressing their faith.</p> <p>Knowledge: Shahada - prayer</p> <p>There are 99 names for Allah. Muslims believe the following:</p> <ul style="list-style-type: none"> • Transcendent – Allah is above and beyond anything that exists in the world. • Fair and just - Allah judges everyone equally. • Immanent - Allah is close to every human and within all things on Earth. • Omnipotent - Allah is all-powerful. • Beneficent - Allah is all-loving. • Merciful - Allah shows compassion and mercy, and he forgives people. 	Identity Tolerance Mutual Respect
	<p>What is trinity? Theology Skills: Identify different part of the bible give different examples of the persons of God.</p>	Identity Tolerance Mutual Respect			<p>How have religious groups contributed to society and culture in the local area?</p> <p>Social Sciences</p>	Identity Tolerance Mutual Respect

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	<p>Give an example of how a believer might interpret a source of authority</p> <p>Identify some links between beliefs being studied within a religion or worldview</p> <p>Knowledge:</p> <p>Trinity:</p> <p>God the Father: revealed by the Old Testament to be Creator, Lord, Father and Judge. God the Son: who had lived on earth amongst human beings God the Holy Spirit: who filled Christians with new life and power</p> <p>There is only one God. God is three persons and each person is God.</p>				<p>Skills:</p> <p>Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society in the local area.</p> <p>Knowledge:</p> <p>Range of local community support through religious groups Local church – toddler groups Colchester - missional work of Islamic centre Synagogues Hindu cultural centre Concept of service in Christianity and Hinduism – Sewa what does that look like? Churches open to provide warm spaces Homelessness support Colchester mosque - through charitable donations Zakkat Ganesha Visharan festival Clacton</p>	
4	<p>Where do religious beliefs come from?</p> <p>Theology</p> <p>Skills:</p> <p>Identify different sources of authority and how they link with beliefs Identify different sections of the bible as sources of belief.</p> <p>Knowledge:</p> <p>Gospels – Life of Jesus Parables – stories told by Jesus Matthew, Mark, Luke and John wrote the Gospels Acts - explains what disciples did once Jesus had ascended and the Gospels set out what sort of world Jesus wanted Christians to make Evangelism – apostles as ‘fishers of men’ Creed – statement of faith – some Christians say. Different Christian denominations interpret the bible differently. Catholic Protestant</p>	<p>Identity Change</p> <p>Tolerance Mutual Respect</p>	<p>How have religions contributed to society and culture?</p> <p>Social Sciences:</p> <p>Skills:</p> <p>Compare different buildings and artwork of the religions Explain moral contributions based on Christianity and Hinduism</p> <p>Knowledge:</p> <p>Mahatma Gandhi a leader in India whose faith led his activism. – Ahimsa and Dharma Good Samaritan - service Heaven as reward reincarnation Community foodbanks Most Muslims believe artwork portraying living things is wrong. Avatar Church/Cathedral Mosque Madrassa Temples Shrines</p>	<p>Identity Change Power</p> <p>Tolerance Mutual Respect Individual Liberty</p>	<p>Why is there a diversity of belief in Islam?</p> <p>Theology</p> <p>Skills:</p> <p>Compare the different sects in Islam</p> <p>Knowledge:</p> <p>Mohammed Hussein Split 632 CE</p> <p>There are three main sects in Islam. Sunni (biggest) Shia (mostly Iran and Syria) and Sufi. Sufi - is less ritualistic and focuses on personal closeness to God. Considered to be the mystical tradition of Islam. Sunni is the most common and focuses solely on the Qur'an and the Life of the Prophet Mohammed. Shia believe the descendants of Mohammed especially through his grandson Hussein were the leaders of their tradition Shia also make a pilgrimage to Karbala where Hussein was murdered Sunni believe the other sects are wrong and not good Muslims Turbah – clay ‘mat’ for prayer</p>	<p>Identity Change Power</p> <p>Tolerance Mutual Respect Individual Liberty</p>
	What do we mean by Truth? Is Seeing Believing?	Conflict			What does sacrifice mean?	Fairness

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	<p>Philosophy</p> <p>Explain Sikh concept of God as Truth. Compare to Christian and Muslim view God's word is truth. Consider how truth can change with knowledge and experience – or not. Debate can different religions/ no religion, all be right?</p> <p>Knowledge: Sikh concepts: Sargun – God is Everywhere Nargun – God is in everything Doubting Thomas Pilate – What is truth? Logic and Reason Media and propaganda</p>	<p>Change Power</p> <p>Tolerance Mutual Respect Individual liberty</p>			<p>Philosophy</p> <p>Christians believe Jesus sacrificed himself to save them from the consequences of their sins.</p> <p>Judaism sacrifices to God were common at specific times e.g. to celebrate birth of a child. People sacrifice freedoms for their beliefs e.g. the humanist Nelson Mandela fasting is a sacrifice seen in many religions. Islam - animal (usually sheep) sacrificed at the end of the Hajj and shared with the poor in memory of Haga and Ibrahim.</p>	Care
5	<p>Is believing in God reasonable? Philosophy Explain different philosophical answers to questions about the world around them including questions relating to meaning and existence. Explain, using a range of reasons, whether a position or argument is coherent and logical Show awareness that when talking about religion and belief ideas can be complex. Knowledge: Teleological argument- Thomas Aquinas suggested that everything needs a purpose- Bow and Arrow so the world must have a purpose/ intelligent being to give it purpose- God Teleological argument-Aquinas and William Paley Cosmological argument- Argument of the senses-Descartes Russel 'immense harm is caused by the belief work is virtuous'.</p>	<p>Change</p> <p>Individual liberty Mutual respect</p>	<p>What does it mean to be human? Philosophy Explain different philosophical answers to questions about the world around them including questions relating to meaning and existence. Explain, using a range of reasons, whether a position or argument is coherent and logical Knowledge: To know Buddhism (5th Century BCE) suggests the True Meaning of Life The true meaning of life is helping others achieve freedom from suffering and is to grow into a kind and caring soul who is selfless and understanding. To know that Enlightenment (Hinduism and Buddhism) is also sometimes called "awakening" — after all, the name "Buddha" means "the awakened one." Synonym: nirvana/spiritually aware To know Buddhism (5th Century BCE) suggests the True Meaning of Life and the point of living is simple, to cleanse and purify us to achieve full enlightenment- nirvana. To know Aristotle (Greek, 4th century BCE) suggests a key theme in Aristotle's thought is that happiness, or wellbeing, ("eudaimonia" pronounced "you day mow nee ah") is the goal in life.</p>	<p>Change Power Identity</p> <p>Tolerance Individual liberty Mutual respect</p>	<p>What difference does the resurrection make to Christians? Theology Explain, using a range of reasons, whether a position or argument is coherent and logical Link a range of different pieces of evidence together to form a coherent argument. Knowledge: Resurrection, trinity, incarnation, sacrifice, Hope salvation. Confirms to Christian Jesus is incarnate of God and that death is not the end. Life in hope now and after death. Story of the crucifixion. Sacrifice own needs for the needs of others, duty Lamb of God – link with animal sacrifice in Judaism, St Paul – suffering is temporary and made up by 'eternal joy'.</p>	<p>Identity</p> <p>Individual liberty Mutual Respect</p>
	<p>How has believing God impacted on music art through history? Social Science</p> <p>Explain the different ways in which the terms 'religion' and 'belief' are used by followers from within a religion or worldview and those from outside</p>	<p>Identity</p> <p>Individual Liberty Mutual respect</p>			<p>How do Hindus make sense of the world? Hinduism Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. Knowledge: Hinduism is the oldest of the world religions still practised today</p>	<p>Identity</p> <p>Individual Liberty Mutual respect</p>

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	<p>Knowledge:</p> <p>To know that it is rare for Islamic art to contain images of people or animals as some believe that it is completely forbidden to make or draw images so that people aren't tempted to worship anything other than Allah.</p> <p>To know that blue symbolises Heaven for Christians and for Muslims it represents the earth and sky/ depths of the universe.</p> <p>To know that the colour grey is a reminder of ash and is often used for repentance and Lent for Christians</p> <p>To know that green symbolised life and harmony for Muslims and for Christians is a reminder of life over death.</p> <p>To know that the colour white represents cleanliness, purity and modesty for Muslims and is a symbol of purity, innocence and holiness for Christians and is often used for Christmas and Easter</p> <p>To know that yellow represents gladness for Muslims and is often associated with gold which represents the enlightenment that comes from the word of Allah.</p> <p>Selection of sacred music traditions link back to Sufi – dancing and poetry</p>				<p>Hinduism is a fusion of different beliefs, cultures and traditions of the people who lived along the Indus</p> <p>Monotheistic religion- one true God called Brahman who has millions of qualities and exists in everything</p> <p>River in South East Asia- know one knows who founded the religion</p> <p>These qualities are represented by Gods and Goddesses (deities)</p> <p>Their sacred images are called Murtis</p> <p>Mandir (Hindu place of worship) have lots of Murtis</p> <p>Worship God using a ritual called Aarti which is performed every morning and evening by a priest at the Mandir or at home by the shrine.</p> <p>Main beliefs- Dharma: Hindus believe that there are right and wrong ways to behave, and it is necessary to do the right things at all times following moral law and taking ones duties seriously</p> <p>Karma- good and bad actions committed during one's life- affects which living thing the soul will be reborn into.</p> <p>Main beliefs- Moksha which is where the soul is liberated from the cycle of reincarnation, and you become one with Brahman. This can be achieved through the path of duty, the path of knowledge or the path of devotion to God.</p>	

6	<p>One narrative many beliefs. Why do people interpret things differently?</p> <p>Theology</p> <p>Skills:</p> <p>Use well-chosen pieces of evidence to support and counter a particular argument.</p> <p>Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion</p> <p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p> <p>Knowledge:</p> <p>What a denomination is within a religion</p> <p>List multiple denominations there are in the Christian church</p> <p>What the Apostle Creed is</p>	<p>Change Power</p> <p>Tolerance Mutual Respect Individual liberty</p>	<p>What does it mean to be human? Is being happy the greatest purpose in life?</p> <p>Philosophy</p> <p>Skills:</p> <p><i>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence</i></p> <p><i>Begin to analyse and evaluate different ways in which philosophers understand abstract concepts</i></p> <p>Utilitarianism has an idea in it called 'maximum Happiness principle'</p> <p>Maximum Happiness principle is that we should make laws/rules based on creating the maximum happiness for people.</p> <p>Utilitarianism also says people are motivated by many feelings both good and bad, one motivator is doing good because it makes us feel happy not because we benefit from our actions (altruism)</p> <p>Quakerism - pacifism, social conscience</p> <p>Salvation Army - temperance and support for disadvantaged</p> <p>Aristotle and the concept of happiness</p> <p>Thomas Aquinas - what it means to be human</p>	<p>Tolerance Mutual Respect Individual liberty</p>	<p>Creation or Science: conflicting or complementary?</p> <p>Theology</p> <p>Skills:</p> <p>Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion</p> <p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p> <p>Knowledge</p> <p>Define atheism. Name a famous atheist - e.g. Richard Dawkins and his world view.</p> <p>Explain why Darwinism was viewed at odds with Christianity</p> <p>Explain the position in one other major world religion to evolution and/or Big Bang Theory</p> <p>Explain the difference between atheism and agnosticism</p> <p>Explain the theological source for creationism.</p>	<p>Tolerance Mutual Respect Individual liberty</p>
	<p>How does religion bring peace and conflict?</p> <p>Social Science</p> <p>Explain different sources of authority and the connections with beliefs.</p> <p>Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers</p> <p>Explain how events in history and society have influenced some religious and non-religious worldviews</p> <p>What unites all Christian beliefs</p> <p>The hierarchy of the Church of England and the Catholic Church</p> <p>The difference in the role of women in the Christian faith</p> <p>the denominations can fight because they disagree- e.g. Protestants and Catholics in Northern Ireland.</p> <p>Sectarian violence in Scotland, Iran/Iraq</p> <p>Religions disagree about which belief is correct or because they believe others discriminate against them e.g. India and Pakistan, Israel and Palestinians, Hindus vs Muslims/Sikhs in India. Christian and Muslims in Nigeria (one or two examples)</p> <p>Nationalism can be defined through religion e.g. Hindu nationalism in India</p> <p>Religions can unify to protect each other e.g. Muslims/Hindus protecting Christian Churches in Egypt/Sri Lanka.</p>	<p>Change Power</p> <p>Tolerance Mutual Respect Individual liberty</p>			<p>How do beliefs shape identity for Hindus</p> <p>Social Science</p> <p>Explain how events in history and society have influenced some religious and non-religious worldviews</p> <p>Explain and discuss how beliefs shape the way Hindus view the world in which they live and how they view others</p> <p>Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it</p> <p>Knowledge:</p> <p>Recall terminology Vedas, Ramayana, Bagavad Gita</p> <p>Give details of 2 Hindu festivals in depth e.g. Holi, Raksha Bandan</p> <p>Orthopraxy meaning</p> <p>Orthodoxy meaning</p> <p>Retell the stories that link to key festivals</p>	<p>Tolerance Mutual Respect Individual liberty</p>