



Progression in Religious Education



www.teaguesbridgeprimary.org

Religious Education – Overview of skills across the school

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
AF1: Thinking about religion and belief	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society - 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 	<ul style="list-style-type: none"> - Recall features of religious, spiritual and moral stories and other forms of religious expression. - Recognise and name features of religions and beliefs. 	<ul style="list-style-type: none"> - Retell religious, spiritual and moral stories. - Identify how religion and belief is expressed in different ways. - Identify similarities and differences in features of religions and beliefs. 	<ul style="list-style-type: none"> - Make links between beliefs, stories and practices. - Identify the impacts of beliefs and practices on people's lives. - Identify similarities and differences between religions and beliefs. 	<ul style="list-style-type: none"> - Comment on connections between questions, beliefs, values and practices. - Describe the impact of beliefs and practices on individuals, groups and communities. - Describe similarities and differences within and between religions and beliefs. 	<ul style="list-style-type: none"> - Explain connections between questions, beliefs, values and practices in different belief systems. - Recognise and explain the impact of beliefs and ultimate questions on individuals and communities - Explain how and why differences in belief are expressed. 	<ul style="list-style-type: none"> - Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. - Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world. - Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
AF2: Enquiring, investigating and interpreting	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society - 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 	<ul style="list-style-type: none"> - Identify what they find interesting and puzzling in life. - Recognise symbols and other forms of religious expression. 	<ul style="list-style-type: none"> - Recognise that some questions about life are difficult to answer - Ask questions about their own and others' feelings and experiences. - Identify possible meanings for symbols and other forms of religious expression. 	<ul style="list-style-type: none"> - Investigate and connect features of religions and beliefs. - Ask significant questions about religions and beliefs. - Describe and suggest meanings for symbols and other forms of religious expression. 	<ul style="list-style-type: none"> - Gather, select, and organise ideas about religion and belief. - Suggest answers to some questions raised by the study of religions and beliefs. - Suggest meanings for a range of forms of religious expression, using appropriate vocabulary. 	<ul style="list-style-type: none"> - Suggest lines of enquiry to address questions raised by the study of religions and beliefs. - Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. - Recognise and explain diversity within religions 	<ul style="list-style-type: none"> - Identify the influences on, and distinguish between, different viewpoints within religions and beliefs. - Interpret religions and beliefs from different perspectives. - Interpret the significance and impact of different forms of

						expression, using appropriate concepts.	religious and spiritual expression.
Beliefs and Teachings (What people believe)	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society - 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 	<ul style="list-style-type: none"> - Recount outlines of some religious stories. 	<ul style="list-style-type: none"> - Retell religious stories and identify some religious beliefs and teachings 	<ul style="list-style-type: none"> - Describe some religious beliefs and teachings of religions studied, and their importance. 	<ul style="list-style-type: none"> - Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions. 	<ul style="list-style-type: none"> - Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities. 	<ul style="list-style-type: none"> - Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.
Practices and lifestyles (what people do)	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society - 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 	<ul style="list-style-type: none"> - Recognise features of religious life and practice. 	<ul style="list-style-type: none"> - Identify some religious practices, and know that some are characteristic of more than one religion. 	<ul style="list-style-type: none"> - Describe how some features of religions studied are used or exemplified in festivals and practices. 	<ul style="list-style-type: none"> - Show understanding of the ways of belonging to religions and what these involve. 	<ul style="list-style-type: none"> - Explain how selected features of religious life and practice make a difference to the lives of individuals and communities. 	<ul style="list-style-type: none"> - Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
Expression and language (how people express themselves)	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society - Know some similarities and differences between 	<ul style="list-style-type: none"> - Recognise some religious symbols and words. 	<ul style="list-style-type: none"> - Suggest meanings in religious symbols, language and stories. 	<ul style="list-style-type: none"> - Make links between religious symbols, language and stories and the beliefs or ideas that underlie them. 	<ul style="list-style-type: none"> - Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, 	<ul style="list-style-type: none"> - Explain how some forms of religious expression are used differently by individuals and communities. 	<ul style="list-style-type: none"> - Compare the different ways in which people of faith communities express their faith.

	different religious and cultural communities in this country, drawing on their experiences and what has been read in class				giving meanings for some symbols, stories and language.		
Identity and experience (making sense of who we are)	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society - 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 	<ul style="list-style-type: none"> - Identify aspects of own experience and feelings, in religious material studied. 	<ul style="list-style-type: none"> - Respond sensitively to the experiences and feelings of others, including those with a faith. 	<ul style="list-style-type: none"> - Compare aspects of their own experiences and those of others, identifying what influences their lives. 	<ul style="list-style-type: none"> - Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers. 	<ul style="list-style-type: none"> - Make informed responses to questions of identity and experience in the light of their learning. 	<ul style="list-style-type: none"> - Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Meaning and purpose (making sense of life)	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society - 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 	<ul style="list-style-type: none"> - Identify things they find interesting or puzzling, in religious materials studied. 	<ul style="list-style-type: none"> - Realise that some questions that cause people to wonder are difficult to answer. 	<ul style="list-style-type: none"> - Compare their own and other people's ideas about questions that are difficult to answer. 	<ul style="list-style-type: none"> - Compare their own and other people's ideas about questions that are difficult to answer. 	<ul style="list-style-type: none"> - Make informed responses to questions of meaning and purpose in the light of their learning. 	<ul style="list-style-type: none"> - Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
Values and commitments	<ul style="list-style-type: none"> - Talk about the lives of the people 	<ul style="list-style-type: none"> - Identify what is of value and concern to themselves, in 	<ul style="list-style-type: none"> - Respond sensitively to the values and concerns of others, 	<ul style="list-style-type: none"> - Make links between values and commitments, 	<ul style="list-style-type: none"> - Ask questions about matters of right and wrong and 	<ul style="list-style-type: none"> - Make informed responses to people's values and 	<ul style="list-style-type: none"> - Make informed responses to people's values and

<p>(making sense of right and wrong)</p>	<p>around them and their roles in society</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	<p>religious material studied.</p>	<p>including those with a faith, in relation to matters of right and wrong.</p>	<p>including religious ones, and their own attitudes or behaviour.</p>	<p>suggest answers that show understanding of moral and religious issues.</p>	<p>commitments (including religious ones) in the light of their learning.</p>	<p>commitments (including religious ones) in the light of their learning.</p>
--	---	------------------------------------	---	--	---	---	---

Religious Education – Progression across the school

Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A1: Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.	- Recall and name different religious festivals.	- Recall and name different beliefs and practices, including festivals and worships.	- Recall and name different beliefs and practices, including festivals, worships, rituals and ways of life, in order to find out about the meanings behind them.	- Describe different features of the religions and worldviews they study, discovering more about celebrations and worship.	- Describe different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life.	- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life.	- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
A2: Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.	- Recall some religious and moral stories.	- Recall some religious and moral stories, exploring and discussion sacred writings.	- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	- Explore the moral meaning of and teachings within a range of religious and moral stories. - Identify the religious teachings and traditions from which these stories derive.	- Explore the moral meaning of and teachings within a range of religious and moral stories. - Identify the impact of these religious and moral teachings and stories on the community and faith followers. - Identify the religious teachings and traditions from which these stories derive.	- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully about moral teaching which arise from them in different communities.	- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
A3: Appreciate and appraise the nature,	- Identify similarities and differences	- Identify similarities and differences	- Recognise some different symbols	- Identify and range of beliefs and	- Identify and range of beliefs and	- Explore and describe a range of	- Explore and describe a range of

significance and impact of different ways of life and ways of expressing meaning	between another community and their own.	between communities. - Recognise some religious symbols.	and actions which express a community's way of life, appreciating some similarities between communities.	understand how they impact the way in which people behave	understand how they impact the way in which people behave and identify how this is similar and different across other religions and communities.	beliefs, symbols and actions so that they can understand different ways of life	beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
B1: Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.	- Ask questions about the world around them.	- Ask questions about individuals and communities.	- Ask and respond to questions about what individuals and communities do and why so that pupils can identify what difference belonging to a community might make.	- Identify a variety or religious and worldviews.	- Identify a variety or religious and worldviews and understand the impact of these on the followers or community.	- Observe and understand varied examples of religions and worldviews and understand how they are similar and different.	- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
B2: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.	- Identify themselves and what makes them who they are.	- Express themselves and understand who they are and what communities they belong to. - Understand how people show the communities they belong to.	- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	- Identify the positives of belonging to a community.	- Understand that people within a religion or community may have differing worldviews based on their lived experience. - Identify the positives of belonging to a community.	- Understand the challenges of commitment to a community of faith or belief. - Identify the positives and negatives of belonging to a community.	- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
B3: Appreciate and appraise varied dimensions of religion.	- Identify similarities and differences between another community and their own.	- Notice some similarities and differences between religions and worldviews.	- Notice and respond sensitively to some similarities between different religions and worldviews.	- Notice and respond sensitively to some similarities and differences between	- Understand that people within a religion or community may have differing	- Identify similarities and differences within and between different religions and worldviews.	- Observe and consider different dimensions of religion, so that they can explore

				different religions and worldviews.	worldviews based on their lived experience.	- Understand that people within a religion or community may have differing worldviews based on their lived experience.	and show understanding of similarities and differences within and between different religions and worldviews.
C1: Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively	- Share their own ideas about belonging to a community or faith.	- Share their own thoughts and ideas about belonging, meaning and truth.	- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	- Explore questions about belonging, meaning, purpose and truth.	- Discuss challenging questions about belonging, meaning, purpose and truth.	- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth	- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
C2: Enquire into what enables different communities to live together respectfully for the well-being of all.	- Work with others and respond to their differing views and ideas.	- Find out about how different people cooperate and work towards a shared goal.	- Find out about and respond with ideas to examples of co-operation between people who are different.	- Understand the diversity of their community and how people can work together and support each other.	- Understand the diversity of their community and explore ways in which people can live together effectively.	- Explore ideas about ways in which diverse communities can live together for the well-being of all.	- Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
C3: Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in	- Identify the right action to take when given scenarios or stories.	- Understand the difference between right and wrong and identify the right action to take	- Find out about questions of right and wrong and begin to express their ideas	- Discuss ethical questions, including ideas about what is right and wrong.	- Discuss ethical questions, including ideas about what is right and wrong	- Discuss their own and others' ideas about ethical questions, including ideas about what is	- Discuss and apply their own and others' ideas about ethical questions, including ideas

their own and other people's lives.		when given scenarios or stories.	and opinions in response.		and what is just and fair.	right and wrong and what is just and fair, and express their own ideas clearly in response.	about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
-------------------------------------	--	----------------------------------	---------------------------	--	----------------------------	---	---

RE objectives across the units

Base	Year Group	Autumn	Spring	Summer
1	R	<p><u>RE through Play</u></p> <ul style="list-style-type: none"> To know and understand simple facts and ideas about some different religions To know and understand some religious stories To express ideas and emotions of their own in relation to the RE content they encounter To gain and deploy skills of talking and playing together especially as they relate to religion and belief. 	<p><u>Who celebrates what and how?</u></p> <ul style="list-style-type: none"> Religious practices and ways of life Questions of Identity, Diversity and Belonging Children talk about similarities and differences between themselves and others, among families, communities and traditions; They begin to know about their own cultures and beliefs and those of other people. Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect 	<p><u>How do people celebrate special times?</u></p> <ul style="list-style-type: none"> Religious practices and ways of life Questions of Identity, Diversity and Belonging Name a religious celebration Talk about a celebration they have been a part of Retell a religious story that relates to a festival Respond sensitively to characters and ideas in the stories and celebrations
2	R/I	<p><u>Myself -Who am I?</u></p> <ul style="list-style-type: none"> I can describe some aspects of belonging for myself and for others I can list some simple similarities between ways Christians belong, and ways I belong I can make a link between belonging to a religion and behaving in a certain way (e.g: she goes to Church because she is a 	<p><u>Finding out about Christian churches and Jewish Synagogues</u></p> <ul style="list-style-type: none"> Describe the worship that place in a church and in a synagogue Use religious or spiritual vocabulary such as sacred, holy, worship, community; Make links between the worship of two different communities. Consider and answer questions such as: 	<p><u>Special stories – what can we learn?</u></p> <ul style="list-style-type: none"> Retell a Bible story in detail and identify messages the story holds for Christians. Retell Islamic stories in detail and identify messages the story holds for Muslims Describe how Christians and Muslims use and respect their holy books Make links between the stories and their own lives

		Christian. He prays to Jesus so he believes in Christianity)	<ul style="list-style-type: none"> ○ What happens on Sunday at a Church? ○ What happens on Shabbat at a Synagogue? ○ Why do religious people need a special building? 	
3	1/2	<p><u>Creation and Thanksgiving</u></p> <ul style="list-style-type: none"> ● Describe what a Christian or a Jew might believe about the beginnings of the earth ● Link up believing in a creation story with an idea about how to look after the world ● Ask some big questions of my own about where we come from and why we live on such a beautiful earth ● Make a link between our behaviour and how the world is cared for or spoiled 	<p><u>I wonder... questions that puzzle us</u></p> <ul style="list-style-type: none"> ● Talk about puzzles and mysteries that are interesting, even if we don't know 'the answers' ● Identify some puzzles and mysteries about our lives and our thoughts ● Experience the sense of wonder and talk about it. ● Talk about stories that include mysteries and puzzling questions 	<p><u>Symbols and belonging – what can we learn?</u></p> <ul style="list-style-type: none"> ● identify some key religious symbols and some symbolic actions in a religious context. ● talk about some of the beliefs that underpin symbols finding out about the meaning behind beliefs and practices. ● respond sensitively to the 'special objects' of two religions. ● recognise similarities between communities.
4	2	<p><u>Respect for Everyone – what does it mean?</u></p> <ul style="list-style-type: none"> ● Retell a religious story ● Suggest a meaning in a story ● Identify some religious beliefs about human beings (e.g. that we were made by God, or that God loves everybody, or that God wants all people to be kind ● Respond sensitively to the experiences and feelings of others ● Identify the series of different feelings of one of the characters in the story and compare that to feelings that they have had 	<p><u>Holy words – why do religious people love their words?</u></p> <ul style="list-style-type: none"> ● Retell Bible stories in detail and identify what message the story holds for Christians. ● Respond sensitively to the ways a Qur'an is handled and used ● Recall that the Qur'an was revealed to Muhammad ● Respond sensitively to question: why do religious people love their scriptures? 	<p><u>Beginning to learn about Islam, Muslims and mosques in Telford</u></p> <ul style="list-style-type: none"> ● Name two things found in the mosque ● Retell a story of the Prophet ● Talk thoughtfully about kindness to animals or about sacred words ● Respond sensitively to Muslim ideas and simple stories
5	3	<p><u>Living in harmony – stories to show we care</u></p> <ul style="list-style-type: none"> ● Describe the teaching of a religious leader in relation to caring 	<p><u>Leaders and followers in family life</u></p>	<p><u>Is life like a journey?</u></p>

		<ul style="list-style-type: none"> Describe how religious practice influences how people live their lives, specially in regard to caring for others Make links between their own and others' beliefs, values and opinions about caring Respond thoughtfully and describe how music expresses ideas about caring 	<ul style="list-style-type: none"> I can use some religious words and phrases to describe the ways a Christian and Jew might practise their faith at home ...say what difference following Jesus makes to the life of a Christian using some religious words ...say how following the Torah has an impact on Jewish life, using some religious terms and concepts ...ask some questions about the Christian and Jewish religions and describe their effect on people's lives using the right words 	<ul style="list-style-type: none"> Describe similarities and differences between the journey of life and death for Christians, Muslims and Hindus. Begin to identify the impact religion has on believers lifestyles Show that they understand some influences on their own view of life for themselves.
6	3/4	<p><u>Diwali – how and why is this festival celebrated and what does it mean?</u></p> <ul style="list-style-type: none"> Show clear understanding of some of the meanings of the Rama and Sita story. Respond to a range of questions relating to the meanings and purposes of the Diwali festival. Use Hindu words and general religious terms confidently when expressing informed and thoughtful ideas about Hindu festivals, identifying similarities and differences with other festivals. Apply ideas about triumph of light over darkness and good over evil for themselves, to new examples. E.g. what would change if good triumphed over evil in Thurrock today? 	<p><u>Keeping the 5 pillars of Islam.</u></p> <ul style="list-style-type: none"> Describe how a Muslim practices some of the Pillars Make links between the teaching of Islam and what Muslims do Make links between their own experience and choices and the Muslims who choose to practice the Pillars (answering a question about similarities and differences) 	<p><u>What can we learn from visiting sacred places?</u></p> <ul style="list-style-type: none"> children can describe what is meant by 'sacred' children can describe and compare a sacred place significant to religious believers children can explain the value of sacred places to religious believers children can reflect on the significance of sacred places in their own lives

		<ul style="list-style-type: none"> Describe a thoughtful understanding of Hindu beliefs such as karma and beliefs about the gods and goddesses. Understand festivals in their similarity and their difference 		
7	4/5	<p><u>Does a beautiful world mean there is a wonderful God?</u></p> <ul style="list-style-type: none"> Understand some similarities and differences of belief both within and between religions about God and creation Describe the impact of religion on people's lives: what do Christian people do, because they believe god is the creator? Raise and suggest answers to questions about creation and God for themselves, showing their understanding of controversial questions. Use a developing religious vocabulary to apply their ideas about 'where we come from' and the beautiful world 	<p><u>Why do some people think Jesus is inspiring?</u></p> <ul style="list-style-type: none"> Use a developing religious vocabulary, to show their understanding of what Jesus means to Christians Describe simply some different interpretations of Jesus' teaching and life. Show that they understand why Jesus is portrayed in many different ways in art. Make connections between some New Testament stories about Jesus and Christian beliefs. Raise and suggest answers to, questions about the importance of Jesus and the impact that believing in him would have on a believer's values and commitments. 	<p><u>Temptation – what can we learn from Muslims and Christians?</u></p> <ul style="list-style-type: none"> Use a widening religious vocabulary to show that I understand what Christians think about temptation and what Muslims think about temptation Apply ideas from religion to questions such as: what should we do when we are tempted to hurt someone? How can people make good choices instead of bad choices? Raise and begin to answer questions about temptation of their own, referring to religious ideas, examples and teachings
8	5/6	<p><u>Values – what can we learn from Christians and Humanists?</u></p> <ul style="list-style-type: none"> Describe the ideas of Humanists Describe some Christian and Humanist values Use vocabulary such as 'values' 'right and wrong' and 'good and bad' Make links between their own behaviour and the values they hold, and the values they study. 	<p><u>Expressing spirituality ideas and beliefs about God through the Arts</u></p> <ul style="list-style-type: none"> use a widening religious vocabulary to show that they understand some ways that key events in the Christian calendar relate to church liturgical colours and the feelings and ideas expressed suggest varies answers to questions about the meanings and beliefs that art works carry apply ideas from the Christian art forms studied to their own life experience 	<p><u>Christian Aid and Islamic Relief – can we change the world?</u></p> <ul style="list-style-type: none"> Show that they understand some similarities and differences between the work of the two charities and give simple reasons for this; Use the terminology of Islam and Christianity to explain the impact of some projects of each of the two charities; Apply the ideas of generosity and charity to my own attitudes to money;

		<ul style="list-style-type: none"> • Use a widening religious vocabulary to show that they understand similarities and differences between Humanist and Christian values • Apply ideas about what really matters for themselves, including ideas about love, forgiveness, truth, consequences and honesty 		<ul style="list-style-type: none"> • Apply the ideas of fairness, justice and equality for myself; • Show understanding of the different priorities of the charities, applying my learning to the role play world development task; • Apply the ideas of fellowship, stewardship, zakat, ummah, generosity and charity to my own attitudes to money.
9	6	<p><u>What will make our community more respectful?</u></p> <ul style="list-style-type: none"> • Show understanding of the richness of religious diversity in the UK today • Ask good questions of their own about religious diversity • Suggest, with reference to particular religions, how these can be answered sensitively • Apply ideas like respect, tolerance and community cohesion for themselves to some issues of diversity and living together 	<p><u>Words of wisdom from Sikhs, Muslims and Christians</u></p> <ul style="list-style-type: none"> • Explain clearly some examples of similarities and differences in the wisdom of 3 religions; • Relate my questions and answers about wisdom in life to the teachings of Sikhs, Muslims and Christians; • Explain clearly how and why religious wisdom has inspired or influenced me; • Express my own views on the wisdom and challenges of the religions I've been learning about. 	<p><u>Religion and the individual – exploring commitment</u></p> <ul style="list-style-type: none"> • Explain key teachings of Christianity about making choices about right and wrong; • Explain key teachings of Buddhism about making choices about right and wrong; • Explain their own views of similarities and differences between Christian and Buddhist accounts of good and bad behaviour. • Give reasons for their own views about some moral dilemmas