







Theme	<p>U2.1: GOD: What does it mean if God is Holy and Loving?</p>	<p>U2.4 INCARNATION Why do Christians believe that Jesus was the Messiah? (Was Jesus the Messiah?) Christmas</p>	<p>U2.8 What does it mean to be a Muslim in Britain today?</p>	<p>U2.9 Why is the Torah so important to Jewish people? Visit to a synagogue.</p>	<p>U2.13c What can be done to reduce racism? Can religion help? (C, H, NR)</p>	<p>Unit 2.11 What does it mean to be a Humanist in Britain today? (C, H, NR)</p>
Ways of knowing						
Making sense of beliefs	<ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms 	<ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts 	<ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) 	<ul style="list-style-type: none"> Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them 	<ul style="list-style-type: none"> Identify and explain beliefs and teachings found within the 6 key religions which explain how people should behave toward each other. Identify the meaning of and examples of Racism. 	<ul style="list-style-type: none"> Identify some data around numbers of non-religious people and specifically Humanists using, for example, Census data Identify some of the core values that motivate some Humanists to strive to make the world a better place Give examples of reasons why Humanists value science and why they reject the existence of God
Understanding the Impact	<ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship 	<ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives 	<ul style="list-style-type: none"> Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways 	<ul style="list-style-type: none"> Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox 	<ul style="list-style-type: none"> Make clear connections between religious ideas about moral behaviour and how people live. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. 	<ul style="list-style-type: none"> Give examples of ways in which Humanists put their beliefs and values into practice Give evidence and examples to show some differences in how people can be non-religious, including Humanists and others

				and Progressive Jewish practice)		
Making connections	<ul style="list-style-type: none"> • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own 	<p>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives</p> <ul style="list-style-type: none"> • Articulate their own responses to the issues studied, recognising different points of view 	<ul style="list-style-type: none"> • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Worcestershire today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. 	<ul style="list-style-type: none"> • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. 	<ul style="list-style-type: none"> • Raise important questions and suggest answers about how and why people stand up against racism. • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. 	<ul style="list-style-type: none"> • Think, talk and ask questions about what motivates Humanists to do good in the world, in the absence of religious teachings or rules, and without belief in a higher power or an afterlife • Make connections between belief and behaviour in their own lives, in the light of their learning

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