

Religious Education Curriculum Overview

Each year group should study 2 different religions (it may be more) as well as carry out units with a thematic approach. Where a term has two units, these should be merged or one used to extend the other, as appropriate. In some instances, it may be appropriate to have an RE day focused on a thematic unit or focused around the RE trip.

Key: **Buddhism**, **Christianity**, **Hinduism**, **Islam**, **Judaism**, **Sikhism**

Learning theme: Religious Education

Rationale behind the sequencing and structure of the RE curriculum at Montpelier

Key points to note:

- Teaching and learning in Religious Education will inevitably focus on different facets of human experience as it manifests itself in a range of faith and non-religious belief traditions.
- This will include learning about not only the beliefs and convictions that religious people may have.
- It will also involve an examination of the ways in which these beliefs shape the actions and practices of believers in a variety of domains, such as the home, places of worship and within wider society.
- Furthermore, Religious Education will also need to consider the way in which religious traditions influence community life and cultivate a sense of collective identity.
- The three dimensions of religion – **believing, behaving and belonging** – form the basis for the organisation of the modules within the Ealing Locally Agreed Religious Education Syllabus.
- The teaching of Religious Education within the EYFS will normally focus on approaches that start with the experience of the child and develop this so that beliefs, practices and community identity within different religious traditions can be explored.
- Religious Education in Key Stage 1 will build on the exploration of different religions and worldviews, which was introduced in the Foundation Stage. Children in Key Stage 1 will be provided with opportunities to reflect upon the human religious quest in its many expressions and consider the value of a range of different religions and worldviews. They should be encouraged to raise and investigate a variety of questions about meaning, purpose and value and come to appreciate that there are many different responses to these questions. They should also be invited to make connection between different religions and worldviews, identifying those elements that are similar and distinctive, and to draw on their own insights, reflections and perspectives as these are provoked by the studies that they engage in.
- Pupils in Key Stage 2 will be invited to move beyond recall and recognition with respect to religions and worldviews and be expected to demonstrate more advanced skills. These may include the ability to retell religious narratives; describe with greater accuracy and detail the key elements of believing, behaving and belonging that are associated with the religious traditions being investigated; communicate an understanding of the links between sources of authority, beliefs, practices, and forms of worship; utilise a wider range of religious terms; investigate questions of meaning, purpose and value as these pertain to their own and others' experiences; show that they can understand a range of points of view on questions of religion and belief; and provide reasoned arguments for their own perspectives.

Autumn

Spring

Summer

Reception	What makes people special (Believing) <ul style="list-style-type: none"> <input type="checkbox"/> Recognise that all people are unique, special and should be treated with respect. <input type="checkbox"/> Understand that people of faith will believe that all people are loved by God. <input type="checkbox"/> Appreciate the important qualities that characterised the lives of founding figures and leaders within the world's principal religious traditions. 	How should we look after our world? (Behaving) <ul style="list-style-type: none"> <input type="checkbox"/> Recognise that we are all responsible for looking after for our environment. This may range from the classroom, our homes, our neighbourhood, the nature that surrounds us and our planet. <input type="checkbox"/> Understand that God is believed to be the ultimate source of the world's existence in most religious traditions and that many people have faith in God the Creator. <input type="checkbox"/> Learn that caring for living things, our environment and the Earth, are principles promoted by the world's theistic and non-theistic religious traditions. 	What makes a place special? (Belonging) <ul style="list-style-type: none"> <input type="checkbox"/> Appreciate that everyone has a place or places that are special to them. <input type="checkbox"/> Recognise that special places can provoke a wide range of memories, feelings and emotions. <input type="checkbox"/> Understand that special buildings play a key role within religious communities. These include synagogues (Judaism), churches and cathedrals (Christianity), mosques (Islam), temples (Hinduism and Buddhism) and gurdwaras (Sikhism). <input type="checkbox"/> Appreciate the special significance of places of pilgrimage, such as Mecca, Jerusalem, Rome. <input type="checkbox"/> Understand that natural features can also be regarded as special in religious life, such as the River Ganges in Hinduism.
Year 1	What can we learn from Creation stories? (Believing) <ul style="list-style-type: none"> <input type="checkbox"/> Understand the key elements of the biblical account of the Creation. <input type="checkbox"/> Talk about the significance of Creation stories within other religious traditions. <input type="checkbox"/> Appreciate the ethical responsibilities associated with looking after our planet. <input type="checkbox"/> Understand the importance of the Harvest and Sukkot festivals. <input type="checkbox"/> Recognise the contribution of science and its compatibility with religious conceptions. <input type="checkbox"/> Speak about the imperative to care for the Earth within all religious traditions. 	What do Christians believe about God? (Believing) <ul style="list-style-type: none"> <input type="checkbox"/> Understand that the Bible is the principal source for Christians in their understanding of God. <input type="checkbox"/> Recognise the central place of Jesus as the revelation of God. <input type="checkbox"/> Understand that Christians believe in God as Creator, redeemer and sustainer. <input type="checkbox"/> Appreciate the likeness of human beings to God and the love of God for humanity. <input type="checkbox"/> Recognise the role of worship in shaping the Christian understanding of God (for example, baptism, eucharist, prayer, confession). <p style="background-color: yellow; display: inline-block; padding: 2px;">Trip to St Peter's Church</p> <p>Why is prayer important to many people? (Behaving)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise the importance of prayer in the theistic religious traditions. <input type="checkbox"/> Understand the significance of private prayer as well as the place of prayer within worship activities in religious buildings. <input type="checkbox"/> Acknowledge and understand why it is that not everyone prays. 	What does it mean to be a Sikh? (Belonging) <ul style="list-style-type: none"> <input type="checkbox"/> Understand that Sikhism is a monotheistic religious tradition. <input type="checkbox"/> Appreciate the inclusive nature of Sikhism. <input type="checkbox"/> Recognise the central place of sewa (selfless service) within Sikhism. <input type="checkbox"/> Understand how the Gurus have shaped the development of Sikhism. <input type="checkbox"/> Appreciate the special reverence that Sikhs have for the sacred text, the Guru Granth Sahib. <input type="checkbox"/> Appreciate the significance of the holy city of Amritsar within Sikhism. <p>What role do festivals and holy days play in the life of faith? (Belonging)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appreciate with sensitivity and respect the significance that specific days have within the principal religious traditions. <input type="checkbox"/> Identify the common elements associated with special religious days, such as memory, belief,

		<ul style="list-style-type: none"> <input type="checkbox"/> Distinguish between prayer and meditation, recognising the importance of the latter within Buddhism. <input type="checkbox"/> Understand the importance of other forms of reflection, such as silence and contemplation, in people's lives. 	<p>clothing, ceremony, prayers, food, gatherings, prayer and worship.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acknowledge that some special religious days are associated with celebration and joy whilst other events mark sadness and lament. <input type="checkbox"/> Demonstrate an understanding of the connections between believing, behaving and belonging that are associated with special religious days.
Year 2	<p>What is the place of the church in Christianity (Believing)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise that the word 'church' carries different meanings: theological, institutional, sociological and architectural. <input type="checkbox"/> Appreciate that Christians understand the church as both united to, and as an expression on earth of, Jesus. <input type="checkbox"/> Recognise that the church is also symbolic of the Christian community. <input type="checkbox"/> Understand the significance of the church for Christian worship. <input type="checkbox"/> Be sensitive to the forms of behaviour and activities that are appropriate within a church. <p>Trip to Ealing Abbey</p> <p>Why is pilgrimage important in some religious traditions? (Behaving)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be aware that pilgrimage is a custom, expectation or an obligation in some religious traditions. <input type="checkbox"/> Recognise the profound spiritual role that pilgrimage plays for those who participate in it. 	<p>What is Buddhism? (Believing)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appreciate the distinctive place of Buddhism as a non-theistic religious tradition. <input type="checkbox"/> Recognise that the principal role of Buddhism is about diagnosing the human condition and offering a path for all to follow. <input type="checkbox"/> Understand the Buddha's teaching about suffering (Dukkha) and the role of meditation in promoting enlightenment. <input type="checkbox"/> Appreciate the importance of compassion, wisdom and ethical conduct. <input type="checkbox"/> Be sensitive to the primary place of practice within the Buddhist tradition. 	<p>How can Humanism help us to care for one another? (Behaving)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acknowledge that not all people are religious. <input type="checkbox"/> Understand that Humanism offers a meaningful perspective for many individuals. <input type="checkbox"/> Recognise the importance with a secular society of freedom for a variety of religious and non-religious commitments. <input type="checkbox"/> Appreciate the most important attitudes and values that are held by Humanists. <input type="checkbox"/> Recognise the contribution that Humanists make to societal well-being. <p>How do we mark stages in the human journey? (Behaving)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand the major episodes and event in the human journey, including birth, childhood, conversion, adolescence, adulthood, marriage, retirement, old age and death. <input type="checkbox"/> Be sensitive to the impact of the passage of life for individuals for family and friends. <input type="checkbox"/> Recognise the way in which the world's religious and non-religious traditions mark the major events in the human journey. <input type="checkbox"/> Acknowledge that our lives involve a complex mix of emotions, which range from joy and happiness through to anxiety and sadness.

	<ul style="list-style-type: none"> <input type="checkbox"/> Appreciate the symbolic connections between physical pilgrimage journeys and the human religious quest. <input type="checkbox"/> Appreciate the rituals, ceremonies, prayers and forms of worship that are associated with pilgrimage. <input type="checkbox"/> Acknowledge that participation in pilgrimages is growing, even amongst people without a religious faith. <input type="checkbox"/> Recognise that pilgrimage may be to non-religious locations, for example sites associated with the Holocaust. 		<ul style="list-style-type: none"> <input type="checkbox"/> Recognise the principal religious stories and traditions linked to passages of life.
<p>Year 3</p>	<p>What can we learn from different religious symbols? (Belonging)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise the importance of the symbolic dimension of religious belief and practice. <input type="checkbox"/> Understand the significance role that symbols play in religious traditions. <input type="checkbox"/> Appreciate that symbols take many forms and may not always be physical. <input type="checkbox"/> Appreciate the role of symbols in helping religious believers bypass language as they seek to encounter the mystery of God. <input type="checkbox"/> Be sensitive to the importance that is attached to religious symbols. <input type="checkbox"/> Recognise the connection between scripture, tradition and symbol within religious communities. <p>What contribution can religion make to our society? (Belonging)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acknowledge that, despite the fact a growing number of people identify as non-religious, religious continues to be important in society. <input type="checkbox"/> Understand that the Church of England is represented in the UK Parliament by 26 bishops, who are known as the Lords Spiritual. 	<p>What do sacred texts within Hinduism say about God? (Belonging)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appreciate the ancient, complex and pluriform nature of Hinduism. <input type="checkbox"/> Recognise the immense diversity in the canon of Hindu sacred writings. <input type="checkbox"/> Acknowledge that Hindu scriptures are divided into those that are heard from God (Shruti) and those that are remembered (Smriti). <input type="checkbox"/> Appreciate that most Hindus believe in one supreme and all powerful God, Brahman, who is known in three ways: as creator (Brahma), as sustainer (Vishnu) and as destroyer (Shiva). <input type="checkbox"/> Recognise that, for Hindus, Vishnu comes to earth in many avatars (including Krishna, Rama and the Buddha). <input type="checkbox"/> Understand that, for Hindus, God is encountered <i>all</i> things in the created world, including people, animals, plants, stars and planets. <p style="background-color: yellow; display: inline-block;">Trip to West Ealing Mandir</p>	<p>What do Muslims believe? (Believing)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and discuss the story of how the Qur'an was first revealed to the Prophet Muhammad by the Angel Jibril. <input type="checkbox"/> Study the structure and organisation of the Qur'an and read key surahs (e.g. 96, the first to be revealed and 1, containing some of the 99 names of God). <input type="checkbox"/> Explore the Six Articles of Faith and discuss the meaning of each of the beliefs that they represent. <input type="checkbox"/> Closely examine the Shahada and discuss how this contains the core beliefs of Islam <input type="checkbox"/> Visit a mosque and learn about Islamic belief and practice, including the role of prayer and other community and educational functions. <input type="checkbox"/> Read together a selection of the 99 names of Allah and discuss what they say about God. <p>How do sacred scriptures inform religious beliefs? (Believing)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Examine the structure, organization, content and major themes within the core holy texts that are associated with each major religious tradition. <input type="checkbox"/> Listen to stories of portions of teaching from some of the principal sacred scriptures and discuss their meaning and importance for religious beliefs.

	<ul style="list-style-type: none"> <input type="checkbox"/> Understand that the Sovereign is the Supreme Governor of the Church of England. <input type="checkbox"/> Recognise the educational role of faith communities in running schools of religious character and through the work of SACREs in developing Religious Education. <input type="checkbox"/> Appreciate the role of hospital chaplains who come from different faiths. <input type="checkbox"/> Be aware of the many different ways in which religious communities seek to counter injustice and promote social wellbeing. 		<ul style="list-style-type: none"> <input type="checkbox"/> Explore the insights that different holy scriptures offer about the nature of God within various religious traditions. <input type="checkbox"/> Watch videos that demonstrate the ritual actions connected with the use of holy scriptures (e.g. Torah and Gospel processions, veneration of the Guru Granth Sahib and the recitation of the Qur'an). <input type="checkbox"/> Listen to members of religious communities speaking about the importance of sacred scriptures in their life and faith.
Year 4	<p>What do Jewish people believe about God? (Believing)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise that, in Judaism, God is strictly indivisible and unique (monotheism). <input type="checkbox"/> Understand that Jewish people believe in God as Creator who cares for all living things. <input type="checkbox"/> Appreciate that God, for Jews, cannot be reduced to a life force of abstract power but that God has both personality and will. <input type="checkbox"/> Understand that Jewish people believe that God made the Torah although its origin is understood differently amongst Jewish groups. <input type="checkbox"/> Appreciate the reason why, in some branches of Judaism, God is written as G-d. <input type="checkbox"/> Recognise that within the different streams of Judaism there are many views of God and that, for many Jews, doing is more important than believing. <p>Why are festivals, celebrations and High Holy Days so important within Judaism? (Belonging)</p>	<p>What is the significance of Easter within Christianity? (Believing)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise that, for Christians, Easter is the most important festival in the year. <input type="checkbox"/> Understand that Easter is the term for a season in the liturgical year, as well as a single day, which lasts for 50 days until the Feast of Pentecost. <input type="checkbox"/> Appreciate the solemnity of the period preceding Easter, known as Lent, and understand the importance of particular points within this season, such as Ash Wednesday, Mothering Sunday and Passiontide. <input type="checkbox"/> Acknowledge the importance and theological significance of Jesus' death and resurrection for Christians. <input type="checkbox"/> Recognise that, for Christians, Jesus remains as a presence in the world through the church, in the Eucharist and through the Holy Spirit. 	<p>What does Sikhism teach us about selfless service? (Behaving)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise that the word 'Sikh' is derived from the Sanskrit word 'Sikhna' which means to 'learn'. <input type="checkbox"/> Recognise sewa as a core principle within the Sikh religious tradition. <input type="checkbox"/> Understand that it is derived from the belief that God is committed to the welfare of all. <input type="checkbox"/> Appreciate that, in Sikhism, the promotion of social justice and equality and the challenging of unjust practices and prejudice are very important principles. <input type="checkbox"/> Understand the significance for Sikhs of humility in life and respect for others. <input type="checkbox"/> Acknowledge that Sikhs perform sewa without any expectation of reward or recognition. <p>Trip to Southall Gurdwara</p> <p>What happens in the Gurdwara (Belonging)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appreciate the importance of the gurdwara for Sikh worship and community life.

	<ul style="list-style-type: none"> <input type="checkbox"/> Create a class display to incorporate a timeline of the Jewish year showing the principal Holy Days, festivals and celebrations. <input type="checkbox"/> Read and discuss the stories from the Torah, which provide the foundation for the principal festivals, such as Pesach, Purim and Shabbat. <input type="checkbox"/> Visit a synagogue to learn about the elements of the Shabbat morning service and how the other festivals and High Holy Days are observed. <input type="checkbox"/> Set up a Shabbat supper table and discuss the symbolism of each of the items that are present. <input type="checkbox"/> Invite a practicing Jew to speak to the class about the importance of the Jewish year in their lives and to demonstrate the ceremonies associated with the opening and closing of Shabbat. <input type="checkbox"/> Hear from a Jewish teenager who has celebrated their Bar/Bat Mitzvah. 		<ul style="list-style-type: none"> <input type="checkbox"/> Recognise that any house that houses the Guru Granth Sahib becomes a gurdwara. <input type="checkbox"/> Understand that there are many types of gurdwara from grand and beautiful structures (such as the Golden Temple) to humble houses. <input type="checkbox"/> Recognise that some gurdwaras are purpose-built whilst others are in converted churches or cinemas. <input type="checkbox"/> Appreciate the importance of morning and evening prayer and the Akhand Path in the gurdwara. <input type="checkbox"/> Recognise how the Sikh principle of Sewa is demonstrated in the langar. <input type="checkbox"/> Appreciate that no day is especially holy in Sikhism although in Britain many Sikhs attend worship on a Saturday or Sunday.
<p>Year 5</p>	<p>What does it mean to be a Muslim? (Belonging)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand how closely integrated believing, behaving and belonging are for Muslims. <input type="checkbox"/> Appreciate how submission to Allah will have an influence within all areas of the life of Muslims. <input type="checkbox"/> Recognise the centrality of the Five Pillars in shaping the life of Muslims. <input type="checkbox"/> Understand the way in which the day, week and year are structured within Islam. <input type="checkbox"/> Understand how some actions are prohibited (haram), whilst others are particularly to be commended, for Muslims. <p>Trip to Acton/West Ealing Mosque</p> <p>What happens in a Mosque? (Belonging)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appreciate the importance of the mosque within Islam. 	<p>In what ways can art and design express religious belief? (Behaving)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise that art offers humanity a way of engaging with, and giving expression to, mysterious dimensions of human experience, including God. <input type="checkbox"/> Recognise that some religious traditions have a rich artistic culture whilst in other traditions (e.g. Islam and Judaism) art is more abstract and symbolic. <input type="checkbox"/> Understand that art can be used to help people articulate deep and profound feelings, which may not be easily expressed through language. <input type="checkbox"/> Acknowledge that non-religious and abstract art can provide the starting point for religious reflection. <input type="checkbox"/> Recognise the importance of symbols, icons, statues and gestures in religious worship. <input type="checkbox"/> Appreciate the powerful impact that art has and continues to have on people both within and outside of religious communities. <p>How is human identify and belonging shaped by faith and belief? (Belonging)</p>	<p>What place do festivals, worship and celebrations have within Hinduism? (Believing)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand that worship is part of a Hindu's dharma, or religious duty. <input type="checkbox"/> Appreciate Hindus believe that everyone (Hindu and non-Hindu alike) should worship God in the way that is right for them. <input type="checkbox"/> Understand that, as God is in everything, all of life can be regarded as worship for Hindus. <input type="checkbox"/> Recognise that many Hindu houses contain a shrine with an image of one or more gods or goddesses. <input type="checkbox"/> Understand that gods and goddesses have both fierce and gentle forms. <input type="checkbox"/> Understand that Hinduism allows for many different ways of worship and different gods to worship. <input type="checkbox"/> Recognise the importance of the Hindu lunar calendar and cycle of festivals within Hinduism.

	<ul style="list-style-type: none"> <input type="checkbox"/> Recognise the role of the Adhan in calling Muslims to prayer and understand what is spoken or sung. <input type="checkbox"/> Understand that corporate prayer was commended to Muslims by the Prophet Muhammad. <input type="checkbox"/> Show an awareness of the central place that prayer (Salah) plays in Islamic life. <input type="checkbox"/> Recognise the variety of activities that take place within mosques in addition to prayer. <input type="checkbox"/> Understand why physical, mental and spiritual preparation for prayer is so important. <input type="checkbox"/> Understand what the role and duties of an imam are within the mosque and the Muslim community. <input type="checkbox"/> Be aware of the behaviour that is expected within a mosque, such as removing shoes in the prayer hall. 	<ul style="list-style-type: none"> <input type="checkbox"/> Understand the meaning of the word faith and appreciate its significance in the context of religion. <input type="checkbox"/> Demonstrate an awareness of the important role that faith and belief play in the lives of many people. <input type="checkbox"/> Acknowledge that not everyone has a faith or a religious commitment. <input type="checkbox"/> Recognise that some people chose to describe themselves as spiritual but not religious. <input type="checkbox"/> Understand the way in which religion and belief can be significant within home and family life. <input type="checkbox"/> Recognise that religious traditions have different ways of celebrating the birth of a child. <input type="checkbox"/> Understand that religious communities will have a variety of ways for marking key rites of passage. <input type="checkbox"/> Acknowledge the focus that religion and belief gives to death, sorrow, loss and mourning. 	
Year 6	<p>How can religion promote peace and justice in our society? (Behaving)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appreciate that the teaching of foundational religious figures and sacred scriptures will underline the path to peace that humanity should follow. <input type="checkbox"/> Recognise that there are different dimensions to peace: inner peace, interpersonal peace and peace in the wider world. <input type="checkbox"/> Appreciate that, for many people, silence, stillness, prayer and meditation can lead to feelings of peace. <input type="checkbox"/> Understand that peace will be advanced by a combination of knowledge, attitudes and skills. <input type="checkbox"/> Acknowledge that religion and peace have not always had a straightforward relationship and that religion and conflict can sometimes be interwoven. <input type="checkbox"/> Recognise the role of religious communities in combatting injustice and in promoting justice. 	<p>Why is the Torah so important within Judaism? (Believing)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Account for the special place of the Torah within Judaism. <input type="checkbox"/> Know what the Torah contains, what its main messages are and why these are important. <input type="checkbox"/> Acknowledge that within the diverse traditions of Judaism there are different understandings of how the Torah was written. <input type="checkbox"/> Recognise that the word 'Torah' may refer to both the written text and to the oral Torah (the totality of Jewish teaching, culture, and practice). <input type="checkbox"/> Be sensitive to the particular status of the Torah for Jewish people and be aware of the traditions that govern how it is treated. <input type="checkbox"/> Recognise how the Torah is treasured by Judaism and the way in which its special place within the life of Jewish people is celebrated at Simchat Torah. <p>Trip to Ealing Synagogue</p>	<p>In what ways do Christians in different denominations worship? (Behaving)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appreciate that the church extends across the world and that it is very diverse. <input type="checkbox"/> Acknowledge the centrality of worship within the ministry and mission of the church. <input type="checkbox"/> Understand that Christian worship involves a combination of words, images, actions, gestures, symbols, music and movement. <input type="checkbox"/> Recognise that the Roman Catholic Church contains the largest number of Christian believers. <input type="checkbox"/> Recognise the other major denominations: Eastern Orthodox, Anglican, Lutheran, Methodist, Baptist, Quaker, Evangelical, Charismatic and Pentecostal. <input type="checkbox"/> Appreciate that some Christians particularly appreciate silence and stillness in worship. <input type="checkbox"/> Understand what a sacrament is and what role the sacraments play in some kinds of Christian worship. <p>What is significant to Christians about Jesus' life and teaching? (Belonging)</p>

	<ul style="list-style-type: none"> <input type="checkbox"/> Appreciate that peace is exhibited in many ways: in our hearts, in our choices, in our relationships, in our actions and behaviours and in our communities. <p>Does religion help us to understand human suffering? (Believing)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appreciate the sensitive, complex and nuanced nature of the issues linked to suffering and evil. <input type="checkbox"/> Recognise that religious traditions engage with and take seriously the problem of suffering and evil. <input type="checkbox"/> Accept that there is no straightforward way of understanding the presence of suffering and evil. <input type="checkbox"/> Appreciate that the coexistence of suffering and evil with a supposedly omnipotent God causes moral and philosophical problems for many people. <input type="checkbox"/> Acknowledge that the problems of suffering and evil can lead to people losing their faith and rejecting the existence of God. <input type="checkbox"/> Appreciate that responses to suffering and evil will vary amongst different religious traditions. <input type="checkbox"/> Demonstrate sensitivity, empathy and compassion to those people who undergo pain and suffering. 		<ul style="list-style-type: none"> <input type="checkbox"/> Recognise the central importance of Jesus to Christians as the revelation of God. <input type="checkbox"/> Understand the impact that Jesus had on those he encountered, in terms of both opposition and discipleship <input type="checkbox"/> Appreciate of the inspiration that Jesus has provided for Christians and the place of Jesus in Christian worship. <input type="checkbox"/> Acknowledge the meaning that Christians attach to the doctrine of the incarnation. <input type="checkbox"/> Appreciate what is meant by a miracle and what these events mean in the context of Jesus' ministry and within the Christian faith. <input type="checkbox"/> Be aware of the importance that is attached to Mary within some Christian traditions. <input type="checkbox"/> Understand the implications of Jesus life and teachings for the life of Christians today.
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