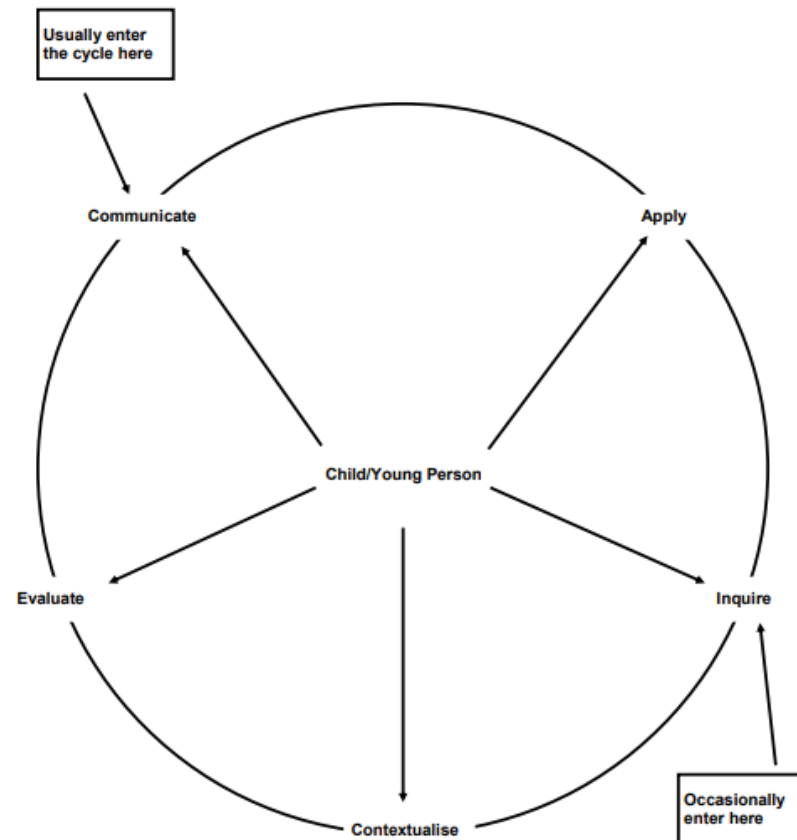


Intention

At Freemantle Church of England Community Academy, 'Everyone is Welcome' and everyone is taught to be respectful and compassionate and courageous. Religious Education prepares the children of Freemantle to live in a world where there are multiple points of view. We provide the children with the knowledge and understanding of Christianity and other principle religious traditions and worldviews in Great Britain. Through this the children develop positive attitudes towards others, respecting their beliefs, experiences and opinions. As a wonderfully diverse school, the children's experience is acknowledged so that religious education can make a positive contribution to their ability to discern how all that they learn might matter to their own lives (and the lives of others). We encourage our children to make their own informed decisions and to have the confidence to discuss what they think and believe.

Across the RE curriculum there are 4 Golden Threads or concept words that teach children about the community that they are a part of; how they belong; that they are special and loved. These are woven, like a spiral, over and over across the school into a tapestry of knowledge. As a result, the children are better able to speak, think and act in the world and discern what is of value for themselves. The children engage in a 'Cycle of Enquiry' (see below) where they develop an understanding and appreciation for the beliefs, practices and influence religions and worldviews have in the world around them.

Cycle of Enquiry



'Golden Threads'

Community

Belonging

Special

Love

These concept words thread throughout the curriculum to enable continuity throughout all key stages. The Golden Thread concept will be studied at each key stage at least once. In Year R, at least one Golden Thread will be introduced. In Year 1, children will study two Golden Threads and in Year 2, the other two. In Year 3, children will study two Golden Threads and in Year 4 the other 2. In Year 5, children will study two Golden Threads and in Year 6 the other 2. Thus, a spiral curriculum is created.

British Values

At Freemantle Academy, 'Everyone is Welcome' and this underpins everything we do as the Bible teaches us in Mark 12:31 to 'Love your neighbour as yourself.' In the parable of the Good Samaritan, we are taught to care for and respect all people regardless of culture, faith, class or belief. We are taught to consider, reflect upon and be responsible for our actions. These lessons are woven through what the children learn in RE and through the British Values.

Democracy

Rule of Law

Individual Liberty

Mutual Respect

Tolerance of those with different faiths and belief

We encourage children to share their ideas knowing that they all have an equal right to be heard.
At all times, democracy is modelled by all adults across the school.
We promote the use of 'Restorative Practice' by supporting children with their feelings and emotions and provide opportunities to consider how their actions affect others.

Children are taught to respect the school in which they belong and the rules that keep them safe.
Everyone in school follow the school rules of 'ready, respect, safe' which ensures children understand the rules that strengthen the school community they are a part of and how this allows us to live in harmony.

Religions can provide a good example of the balance between individual liberty and the greater good.
We highlight the children's confidence in their abilities by sharing and celebrating their achievements.

At Freemantle, we are passionate about the development of the whole child. We highlight children's confidence in their abilities by sharing their achievements and successes, and promoting independence.
RE challenges pupils to be respectful of all cultures, faiths and beliefs.

We actively encourage children and their families to share their beliefs, faiths and experiences to celebrate the special, and diverse communities we live in.

SMSC

Spiritual	Moral	Social	Cultural
The children will be able to reflect upon their own beliefs or views that inform their perspective on life. They will be able to take an interest in and respect the beliefs, views and religious traditions of others. The children will develop an interest in learning about the world around them and the views of others.	The children will be able to recognise the difference between right and wrong and apply this to their own lives. They will also recognise legal boundaries and, as a result, will respect the civil and criminal law of England. They will understand that there are consequences for their behaviour and actions. Children will offer up their own views on moral and ethical issues whilst respecting, appreciating and understanding the viewpoints of others.	The children will use a range of social skills to communicate e.g. when discussing a concept in the classroom, listening to the views of others, working with a variety of pupils with different views, beliefs or backgrounds. They will show a willingness to work with and cooperate with others and be able to resolve conflicts effectively. To show an understanding and acceptance of the British values (see table above). By doing so, they develop and demonstrate the skills and attitudes that allow them to participate and contribute positively to life in modern Britain.	The children will understand and appreciate the wide range of cultures that have influenced and shaped their own heritage and those of others. They will also respect the many cultures within Freemantle and their community as an important part of their preparation for life in modern Britain. To show an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. They will understand, accept, respect and celebrate diversity.

EYFS

Early Years provision pays as much attention to children's care as it does to play and learning as these are intertwined and impact equally on children's development and overall well-being. Care includes emotional aspects, relationships and also physical interactions.

Through focussed interaction and attentive care, we build secure, trusting relationships which help children feel confident to explore and play. These times provide rich learning opportunities for focused attention, sustained conversations and for repeating and recalling experiences which are essential elements for practising cognitive processes that support learning overall.

A sense of belonging and place in the community provides a base for a child's developing identity and enhances learning. Relationships are central to children's wellbeing and their learning as they extend children's curiosity, learning, autonomy and self-regulation. Children build on their experiences; the wider and deeper their exposure, the greater potential they have for secure development. Children need opportunities to practise what they know, to consolidate and apply learning from one context to another, and to develop new knowledge and skills. Development and learning are enhanced when there are connections and relationships between Nursery or school, home and other special places and spaces in children's lives. Children and families need to feel secure, accepted and they belong both within and beyond the setting. Diversity of communities must be respected and celebrated, widening each child's sense of belonging and sense of place in the community, while the uniqueness of each family, regardless of differences, is acknowledged and honoured. It is vital for practitioners to work closely with families to build effective partnerships and ensure that social attitudes towards religious groups, cultures and classes are valued and celebrated. Rich play, virtual and real word experiences support learning about our culturally and socially diverse world and how to stay safe.

RE Long Term Plan

KEY:

Living Difference IV Golden Threads: **Bold and Orange**

Understanding Christianity Pack: **PURPLE**

Second Religion: **BLUE**

Concept words: *Italics*

Worldview: **GREEN**

YEAR		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR	Concept	<i>A: Create</i>	<i>A: Celebrating</i>	<i>A: Special</i>	<i>A: New Life</i>	<i>A: Storytelling</i>	<i>A: Special Things</i>
	Golden Thread		Special	Special			Special
	Context	God/creation (see FS unit F1) Introduce the Big Frieze +	Jesus birth Incarnation (see FS unit F2) +	Special People Hampshire planning +	Salvation (see FS Unit F3) +	Learning from Stories (Jesus as a story teller) Hampshire Planning +	Special Things Hampshire planning (Make cross reference to Special clothes grid- Hindu tradition) +  
Y1	Concept	<i>A: Thanking</i>	<i>A: Celebrating</i>	<i>A: Remembering</i>	<i>A: Sadness to Happiness</i>	<i>A: Belonging</i>	<i>A: Good News</i>
	Golden Thread		Special	Belonging		Belonging	
	Context	Creation (KS1 Unit 1.2 core learning) What is God like? +	Incarnation (KS1 Unit 1.3 core learning) +	Passover Hampshire planning 	Salvation (KS1 unit 1.5 core learning) +	Shabbat Hampshire planning 	Gospel (Good News) (KS1 unit 1.4 Core Learning) +
Y2	Concept	<i>A: Rules</i>	<i>A: Symbol</i>	<i>A: Message</i>	<i>B: Forgiveness</i>	<i>A: Thankfulness</i>	<i>A: Wisdom</i>
	Golden Thread	Community		Love	Love		
	Context	The Torah Hampshire planning 	Hannukah and Advent- Light Hampshire planning  +	God (parable of the Lost Son) (KS1 unit 1.1 core learning) +	Salvation (KS1 unit 1.5 digging deeper) +	Gospel (KS1 unit 1.4 digging Deeper) +	(Overview study of Sikh tradition) Guru Nanak Hampshire Planning 
Y3	Concept	<i>B: Creation</i>	<i>B: God</i>	<i>A: Devotion</i>	<i>A: Hope and Suffering</i>	<i>B: Discipleship</i>	<i>A: Protection</i>
	Golden Thread			Love		Community	Love
	Context	Creation/Fall (Genesis 2- See KS2 unit 2a.1 core learning) +	Incarnation (see KS2 unit 2a.3 core learning) +	Devotion Hampshire planning 	Salvation (Last supper & Mary at the tomb) (see KS2 unit 2a.5 core learning) +	Gospel (see KS2 unit 2a.4 core learning) +	Raksha Bandhan Hampshire Planning 

Y4	Concept	<i>B: Good and Evil</i>	<i>B: God (Trinity)</i>	<i>A: Faithfulness and obedience</i>	<i>A: Remembering</i>	<i>A: Symbol</i>	<i>B: Ritual</i>
	Golden Thread	Special	Incarnation (Baptism)	Belonging	Salvation	Community	Special
	Context	Diwali Hampshire planning 	See KS2 unit 2a.3 digging deeper learning) 	People of God (See KS2 unit 2a.2 digging deeper) With brief look at 'core learning' section. 	(See KS2 unit 2a.5 digging deeper) 	Kingdom of God (Pentecost) (see KS2 unit 2a.6 'digging deeper') With brief look at 'core learning' section. 	Arti-ceremony Hampshire Planning 
Y5	Concept	<i>B: Rites of Passage</i>	<i>A: Hope</i>	<i>B: Worship?</i>	<i>B: Sacrifice and suffering</i>	<i>B: God</i>	<i>A: Freedom and Salvation</i>
	Golden Thread	Special	Love	Belonging	Love	God	Community
	Context	Rites of Passage- Journey of Life Hampshire Planning 	Incarnation- (Luke, Matthew & John birth narratives) (See KS2 unit 2b.4 core learning) 	5 pillars 	Salvation (See KS2 unit 2b.6 core learning) 	(see KS2 unit 2b.1 core learning) Merge and cross reference with God Hampshire Planning 	People of God (See KS2 unit 2b.3 core learning) 
Y6	Concept	<i>A: Wisdom</i>	<i>A: Transform/Change</i>	<i>B: Sacrifice</i>	<i>C: Resurrection</i>	<i>C: Good Life</i>	<i>A: Kingdom</i>
	Golden Thread	Special	Special		Love	Community	Community
	Context	Wisdom: Sacred Books in Quran and Bible Hampshire Planning 	Incarnation (Transfiguration) (See KS2 unit 2b.4 digging deeper learning) 	Eid-ul-Fitr Hampshire Planning 	Salvation (Easter) (See KS2 unit 2b.7 digging deeper) 	Humanism Hampshire Planning 	Kingdom of God (See KS2 unit 2b.8 digging deeper) With brief look at 'core learning' section. 

The Long-Term Plan represents the statement from The Education Act 1996 that RE 'shall reflect that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching practices of the other principle religions represented in Great Britain.'

Across the school, we use the *Understanding Christianity* resource which, according to the Church of England's Statement of Entitlement, is a 'high-quality resource.' This is also an approved and recommended resource for *Living Difference IV*.

Nursery

Pupils in Nursery will...

The exploration of familiar routines helps our children to feel part of the Freemantle Community and culture within our Nursery. Children are given experiences to express themselves through actions, sounds and words to recognise and celebrate the wonders of the world around them. Through playing together, children begin to understand the importance of their role within a community and they experience a sense of belonging. Children are encouraged to comment and ask questions about the place they live and show care and concern for others through conversation children explore their vocabulary and learn about the effect their behaviour has on the world.

Concept words and Golden Threads

Vocabulary

Through continuous provision and teacher led activities children in nursery will:

- Children are taught respect to help them:
 - Listen to each other and understanding each other's feelings
 - Learn to tidy up after themselves
 - See the wonderful differences and similarities within the communities in which they belong.
 - Learning respect and tolerance for others through this (link to B.V)
 - Develop positive attitudes to our communities
- Children are encouraged to celebrate the communities they belong to by:
 - Exploring the wonderful things that happen in communities and how they are celebrated e.g. festivals- Eid, Diwali, Easter.
- Children are taught rules (B.V):
 - To help them learn how to live harmoniously within their communities.
- Children are taught to examine the features in our community e.g. Freemantle Church

All of the above is explored through books and play and other materials that reflects diversity.

- Our Nursery has Indian and Chinese cooking utensils; Russian dolls; diverse dolls; bilingual books and diverse dressing up clothes.

• Community

- Celebration
- Storytelling
- Thanking
- Welcoming
- Sharing
- Story
- Feelings
- Happy/sad
- Rules
- Family
- Care
-

- How can I....?
- How can we...?
- What would happen if...?
- I wonder...?
- Harvest
- Festival
- Thankful
- Diwali
- Light
- Hindu
- Christian
- Nativity
- Jesus
- Bible
- Easter
- cross

Reception

Pupils in Reception will...

As laid out in the EYFS goal, *Understanding the World: People, Culture and Communities*, children should '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.' At Freemantle, reading is fundamental, so children will have access to a wonderful set of books, '*Belonging and Believing*' series, that explores the real lives of eight children from different religions.

In Living Difference IV, it is anticipated that for younger children, the emphasis will be on the experience and observation that comes from the **Communicate** and **Apply** steps. Therefore, greater time will be given to steps in EYFS and KS1.

Concept words and Golden Threads

Vocabulary

Communicate	To show creatively in action, role play, drawings or other artistic forms, an example from their own life of the concept words/golden threads in action. (this may possibly include spoken words where appropriate)	Autumn Special - A-Create - A-Celebrate Spring Special - A-New life - A- Feelings Summer Special - A-Storytelling - A-Stories - A-Messages	- Creation - God - Celebration - Christmas - Nativity - Harvest - Thankful - Diwali - Light - Lantern - Feelings - Memories - Shrove Tuesday - Easter - Jesus - Messages - Learning - Church - Synagogue - Scroll - Torah
Apply- making connections	- To see that their responses connect to what happens to them - To listen to others and share their own ideas/feelings.		
Inquire (and contextualise)- making sense of the text	- To begin to recognise what has been taught about the concept word/golden thread - To begin to recognise and give a simple example of how the concept is expressed in the practices/texts of the religion studied - To ask simple questions to improve understanding on the concept		
Evaluate- Understanding the impact	- To name a simple example about how a person of faith might respond to the teaching of the concept learnt. - To begin to simply recognise something of value from the concept for a person's life who lives in the tradition. (e.g. how it makes them feel) - To begin to simply recognise something of value from the concept for their own life.		

Year One

Pupils in Year One will...

Pupils in Year One will explore, study and unpick values in relation to two of the golden thread concepts - **Special** and **Belonging**. Pupils will also learn about other concept A words (refer to the next column). In Living Difference IV, it is anticipated that for younger children, the emphasis will be on the experience and observation that comes from the **Communicate** and **Apply** steps. Therefore, greater time will be given to steps in EYFS and KS1.

Concept words and Golden Threads

Vocabulary

Communicate

- To express creatively (this may not require words) an example from their own life of the concept words/golden threads in action.

Apply- making connections

- To acknowledge and realise that their responses connect to events in their own lives.

Inquire (and contextualise)- making sense of the text

- To recognise what has been taught about the concept word/golden thread
- To recognise and give a simple example of how the concept is expressed in the practices/texts of the religion studied.

Evaluate- Understanding the impact

- To name a couple of simple examples about how a person of faith might respond to the teaching of the concept learnt.
- To simply recognise something of value from the concept for a person's life who lives in the tradition. (e.g. how it makes them feel, a practice or actions etc.)
- To simply recognise something of value from the concept for their own life.

Autumn

- A-Thanking
- Special**
- A-Celebrating

Spring

- Belonging**
- A-Remembering
- A-Sadness to happiness
- A-Feelings
- A-New life

Summer

- Belonging**
- Good News

Autumn

- Celebrating
- Harvest
- thanking

Spring

- Special
- Seder Plate
- Charoset
- Matzah
- Passover
- Betrayal
- Crucifixion
- Symbol
- Feelings

Summer

- Belonging
- Shabbat
- Hebrew
- Synagogue
- Celebrating
- Peace
- Forgiveness
- Friendliness

Year Two

Pupils in Year Two will...

Pupils in Year Two will explore, study and unpick values in relation to the other two of the golden thread concepts (not previously taught in Year One) - **Community** and **Love**. Pupils will also learn about other concept A words as well as a concept B word towards the end of Year Two (refer to the next column). In Living Difference IV, it is anticipated that for younger children, the emphasis will be on the experience and observation that comes from the **Communicate** and **Apply** steps. Therefore, greater time will be given to steps in EYFS and KS1.

Concept words and Golden Threads

Vocabulary

Communicate

- To express creatively an example from their own life of the concept words/golden threads in action. Children will be drawing on key vocabulary to support their own developing knowledge and understanding (this may include revisiting vocabulary from Year one).

Apply- making connections

- To realise that their responses connect to events in their own lives and sometimes other people's lives (beginning with those in their class).

Inquire (and contextualise)- making sense of the text

- To simply describe what has been taught about the concept word/golden thread
- To simply describe and give a couple of simple examples of how the concept is expressed in the practices/texts of the religion studied.

Evaluate- Understanding the impact

- To name a couple of simple examples about how a person living in the tradition might respond to the teaching of the concept learnt.
- To discern something of value from the concept for a person's life who lives in the tradition. (e.g. how it makes them feel, a practice or actions etc.)
- To simply discern something of value from the concept for their own life.

Autumn

- A- Rules
- Community**
- A- Celebration
- A- Light
- A-Remember

Spring

- A- Feelings
- A- Forgiveness
- A- Happy and Sad
- A-Peace

Love

Summer

- A- Thankfulness
- B- Prayer
- A- Friendship
- A-wisdom

Autumn

- Mitzvot
- Shema
- Prayer shawl
- Rabbi
- Simchat Torah
- Celebration
- Advent
- Hanukkah

Spring

- Sin
- Salvation
- Forgiveness
- Emotions
- Parable
- Salvation
- Rescue

Summer

- Thankfulness
- Emotions
- Friendship
- Good News
- Guru

Year Three

Pupils in Year Three will...

Pupils in Year Three will explore, study and unpick values in relation to two of the golden thread concepts – **Community** and **Love**. Pupils will also learn about other concept A and B words (refer to the next column). The four golden threads work as a spiral curriculum so at this point these concepts are being revisited in new contexts. In KS2, the **Communicate** and **Apply** sections continue to be important; however, time spent at the **Inquire** and **Contextualise** steps will begin to increase. In Year Three, this begins to happen more naturally as more materials will be encountered and more time is needed for value to be discerned, reflected upon and consider how this might matter to their own lives.

Concept words and Golden Threads

Vocabulary

Communicate

- To begin to express creatively and describe a few examples from their own life of the concept words/golden threads in action.

Apply -making connections

- To realise and begin to simply describe that their responses connect to events in their own lives and sometimes other people's lives.

Inquire (and contextualise)-making sense of the text

- To begin to accurately describe what has been taught about the meanings of the concept word/golden thread (taught at **Inquire**)
- To begin to accurately describe several examples of how the concept is expressed in the practices/texts of the religion studied. Also, how there are some variations in the way the concept is shown in the lives of the people studied. (taught at **contextualise**)

Evaluate-Understanding the impact

- To begin to simply describe a couple of examples of how a person living in the tradition might respond to the teaching about the concept
- To begin to describe the value and meaning from the concept for a person's life who lives in the tradition.
- To begin to describe the potential value and meaning this might have for their *own* lives and communities.

Autumn

- B- Creation
- B- God
- B- stewardship
- B-Symbol
- A-water

Spring

- B-Angels
- A- Hope and Suffering
- A- Devotion
- B-Ritual

Summer

- B- Discipleship
- Community**
- B- Salvation
- A-Protection
- Love**

Autumn

- Creation
- Relationship
- Care
- Steward
- Baptism
- Trinity
- Blessing

Spring

- Christmas
- Devotion
- Worship
- Temple
- Disciples
- Puja plate
- Ritual

Summer

- Gospel
- Good News
- Protect
- Saviour
- Safety
- Protect
- Raki

Year Four

Pupils in Year Four will...

Pupils in Year Four will explore, study and unpick values in relation to two of the golden thread concepts – **Special**, **Belonging** and **Community**. Pupils will also learn about other concept A and B words (refer to the next column). In KS2, the **Communicate** and **Apply** sections continue to be important; however, time spent at the **Inquire** and **Contextualise** steps will begin to increase. This happens naturally as more materials will be encountered in Year Four and more time is needed for value to be discerned, reflected upon and consider how this might matter to their own lives.

Concept words and Golden Threads

Vocabulary

Communicate

- To express creatively and describe a few examples from their own life of the concept words/golden threads in action.

Apply- making connections

- To realise and describe that their responses connect to events in their own lives and sometimes other people's lives.

Inquire (and contextualise)- making sense of the text

- To accurately describe what has been taught about the meanings of the concept word/golden thread (taught at **Inquire**)
- To accurately describe several examples of how the concept is expressed in the practices/texts of the religion studied. Also, how there are some variations in the way the concept is shown in the lives of the people studied. (taught at **contextualise**)

Evaluate- Understanding the impact

- To recognise and describe examples of how a person living in the tradition might respond to the teaching about the concept.
 - To recognise some of the issues this might raise
- To describe the value and meaning from the concept for a person's life who lives in the tradition.
- To describe and discern the possible value and meaning this might have for their *own* lives and communities.

Autumn

- A-Good and Evil
- A- Light
- Special**
- A- Celebration

Spring

- A- Faithfulness and Obedience
- Belonging**
- A-Remembering
- A- promise
- B- Symbol

Summer

- Community**
- A- Symbol
- B- Ritual
- Special**
- B- Ceremony

Autumn

- Light
- Diva lamps
- Trinity
- Baptism
- Gospel
- Incarnation

Spring

- Promises
- Covenant
- faith
- Faithfulness
- Blessing
- Obedience
- Salvation
- Servant
- Eucharist
- Symbolic

Summer

- Ceremony
- Fellowship
- Fruit of the Spirit

Year Five

Pupils in Year Five will...

Pupils in Year Five will explore, study and unpick values in relation to each of the golden thread concepts – **Special**, **Love**, **Belonging** and **Community**. Pupils will also learn about other concept A and B words (refer to the next column). In KS2, the **Communicate** and **Apply** sections continue to be important; however, time spent at the **Inquire** and **Contextualise** steps will begin to increase. This happens naturally as more materials are encountered in Year Five and more time is needed for value to be discerned, reflected upon and consider how this might matter to their own lives. Some issues and Dilemmas will also be raised in Year Five which must be given space for the children to discuss.

Concept words and Golden Threads

Vocabulary

Communicate

- To start responding creatively and begin to explain a few examples from their own life of the concept words/golden threads in action.

Apply- making connections

- To begin to explain a couple of examples of how their responses connect to events in their own lives and other people's lives.

Inquire (and contextualise)- making sense of the text

- To begin to accurately explain the meaning of the concept words/golden threads in the traditions encountered (taught at **Inquire**)
- To begin to accurately explain a few ways in which the concept is expressed in the practices/texts of the religion studied. Also, explain how the concept impacts the lives of those in the traditions- with examples. (taught at **contextualise**)

Evaluate- Understanding the impact

- To begin to explain examples of how a person living in the tradition might respond to the teaching about the concept.
 - To recognise some of the issues and dilemmas this might raise
- To begin to discern and explain the value and meaning from the concept for a person's life who lives in the tradition.
- To begin to discern and explain the possible value and meaning this might have for their *own* lives and communities.

Autumn

- B- Rites of Passage
- Special**
- A-Hope
- Love**
-

Spring

- B- Worship
- Belonging**
- B- Sacrifice and Suffering
- Love**
- B- God
- A- Hope
- A- Remembering

Summer

- G
- Community**
-

Autumn

- Ritual
- Ceremony
- Incarnation
- Saviour
- Messiah
- Old Testament
- New Testament

Spring

- Qur'an
- Shahada
- Salat (prayer)
- Zakat (alms)
- Sawm (fasting)
- Hajj (pilgrimage)
- Sacrifice
- Suffering
- Sin
- Hope
- Remembering
- Eucharist/communion/mass

Summer

- Commandment
- Justice

Year Six

Pupils in Year Six will...

Pupils in Year Six will explore, study and unpick values in relation to each of the golden thread concepts – **Special**, **Love**, **Belonging** and **Community**. Pupils will also learn about other concept A and B words and some concept C words (refer to the next column). In KS2, the **Communicate** and **Apply** sections continue to be important; however, time spent at the **Inquire** and **Contextualise** steps will begin to increase. This happens naturally as more materials are encountered in Year Six and more time is needed for value to be discerned, reflected upon and consider how this might matter to their own lives. Some issues and Dilemmas will also be raised in Year Six which must be given space for the children to discuss.

Concept words and Golden Threads

Vocabulary

Communicate	To respond creatively and begin to explain a few examples from their own life of the concept words/golden threads in action.	Autumn - A-wisdom Special - A-sacred - A- transform/change - A- identity Spring - B- Sacrifice Love - C-Resurrection Summer - C- Good Life Community - A- Kingdom - A- forgiveness	Autumn - Sacred - Wisdom - Proverbs - Creation - Fall - People of God - Messiah - Incarnation - Gospel - Salvation Spring - Eid-ul-Adha - Messiah - Suffering - Saviour - Servant - Prophecy - Lamb of God - Peacemaker - Transfiguration - Eternal life - Resurrection - Epitaph
Apply- making connections	To explain a few of examples of how their responses connect to events in their own lives and other people's lives.		
Inquire (and contextualise)- making sense of the text	- To accurately explain the meaning of the concept words/golden threads in the traditions encountered (taught are Inquire) - To accurately explain several ways in which the concept is expressed in the practices/texts of the religion studied. Also, explain how the concept impacts the lives of those in the traditions- with examples. (taught at contextualise)		
Evaluate- Understanding the impact	- To explain examples of how a person living in the tradition might respond to the teaching about the concept. - To recognise some of the issues and dilemmas this might raise - To discern and explain the value and meaning from the concept for a person's life who lives in the tradition. - To discern and explain the possible value and meaning this might have for their <i>own</i> lives and communities.		

			• memorial Summer • Humanist • Good life/bad life • Plato • Moral/immoral • Parable
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