Devon and Torbay Agreed Syllabus: scheme of work overview (inc. references to Understanding Christianity material)

Lifton Community Academy Overview

Our curriculum is the beating heart of our school and is rooted in John 10:10. *"I came that they might have life and live it to the full".* Within our Christian vision *'together we grow, together we flourish'* our children will develop a love of learning and be totally immersed in different worlds, cultures and times preparing them for the next stage of their education.

As global citizens, our children will develop a positive sense of self and others through a coherent, knowledge-rich understanding of religion and belief. They will gain an understanding of what people believe and the difference that this makes to the way in which they live. They will express their own ideas in response to material they engage with and be curious to ask increasingly challenging questions. Through these meaningful discussions and reflections, children will develop respect for those of different faiths and beliefs and develop a moral and cultural awareness of what it means to be human in today's diverse world.

SINGLE YEAR GROUP						
Year group/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F4 Being Special: where do we belong?	F2 INCARNATION: Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians.	F3 SALVATION: Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Year A 1/2	1.10 What does it mean to belong to a faith community?	1.3 Why does Christmas matter to Christians?	1.7 Who is Jewish and how do they live?		1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter? (C J, NR)
Year B 1/2	1.1 What do Christians believe God is like?	1.6 Who is a Muslim and how do they live? (PART 1)	1.6 Who is Muslim and how do they live? (PART 2)	1.5 SALVATION: Why does Easter matter to Christians?	1.4 GOSPEL: What is the good news Jesus brings?	1.8 What makes some places sacred to believers? (C,M)

Year A 3/4	L2.1 What do Christians learn from the Creation story?	L2.2 What is it like for someone to follow God?	L2.9- How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Year B 3/4	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like?	z	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.13 How do people from religious and non-religious communities celebrate key festivals? (C, J)	L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year A 5/6	U2.1 What does it mean if Christians believe God is holy and loving?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.8 What does it mean to be a Muslim in Britain today?	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do?'	U2.10 What matters most to Humanists and Christians? (C, M/J, NR)
Year B 5/6	U2.2 Creation and science: conflicting or complementary.	U2.11 What does it mean to be a Humanist in Britain Today?	U2.7 Why do Hindus want to be good?	U2.13c What can be done to reduce racism? Can religion help?	U2.6 For Christians, what kind of king is Jesus?	U2.14 Green religion? What do religious and non-religious world views teach about caring for Earth?

The order of these units may change to suit the needs of the curriculum, but the content will remain in accordance with the Agreed Syllabus

Religious Education- Progression and Skills

Year A

Year 1/2	End of phase outcomes	Key knowledge and skills	Suggested vocab and linked texts	Broadening horizons
Autumn 1 **Unit 1.2** **Who do Christians say made the world?**	-Give clear, simple accounts of what stories and other texts mean to believers. -Give examples of how people use stories, texts and teachings to guide their beliefs and actions. -Give a good reason for the views they have and the connections they make.	-I can retell the story of creation from **Genesis 1:1–2:3.** -I can recognise that 'Creation' is the beginning of the 'big story' of the Bible. -I can say what the story tells Christians about God, Creation and the world (with a focus on how humans should care for the world). -I can think, talk and ask questions about living in an amazing world. -I can give at least one example of what Christians do to say 'thank you' to God for Creation -I know this is a story told my Christians and Jews. -I can link my understanding of thankfulness to Harvest time and it's significant to Christians. -I can give a reason for the ideas I have and the connections I make between the Jewish/Christian Creation story and the world I live in.	Examples of prayers https://bobrogers.me/2013/10/25/blessing-the-food-ways-to-say-grace-before-meals/ https://www.biblegateway.com/ Songs ('Wonderful World' and 'Music Maker') https://www.fischy.com/ Christian, **Creation, Genesis,** bible, **Old Testament**, God, creator, **harvest**, thankfulness, **Judaism, steward, stewardship, Christian**	Nature walk- immerse themselves in their surroundings. Look closely at flowers, insects. Walk on the grass barefoot – children consider how these experiences make them feel.
Autumn 2 **Unit 1.3** **Why does Christmas matter to Christians ?** **INCARNATION**	-Give examples of how stories show what people believe -Give examples of how people use stories, texts and teachings to guide their beliefs and actions.	-I know that Advent for Christians is a time for getting ready for Jesus' coming. -I know that stories of Jesus' life come from the **Gospels.** -I can give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians **(using the Gospel of Luke, chapters 1 and 2)** -I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas -I can consider what I am thankful for, giving a reason for my ideas - I can use the term **incarnation** and talk about examples of how this theme has been explored in art and music (including hymns).	Luke 2: 1-20 https://www.biblegateway.com/passage/?search=Luke+2%3A1-20&version=NIV Song: 'Down to Earth', from www.fischy.com Children talking about Christian faith and celebrating Christmas https://www.faithinschools.co.uk/faces-of-faith	Potential starting point- Take the pupils on a 'looking for Christmas' walk in the local area. Which signs can they spot that show Christmas is coming. Walk to a local church- which

		-I can think, talk and ask questions about Christmas for people who are Christians and for people who are not.	**Gospel,** Christmas, **Nazareth, Gabriel, Mary, Bethlehem**, Jesus, manager, shepherds, **Advert, hymn, Luke**, Christian, church, **incarnation, Vicar**.	signs of the story can be seen here in the run-up to Christmas? Which colour vestments will the vicar wear at this time of year, and why? **or** Ask the vicar or member of the church if they could visit the class with photos of the signs.
Spring 1 & 2 **Unit 1.7** **Who is Jewish and how do they live?**	-Give examples of how stories show what people believe (e.g. the meaning behind a festival) -Give examples of how people use stories, texts and teachings to guide their beliefs and action -Give a good reason for the views they have and the connections they make	-Explain what words are important to me and explain what they remind me of. -I can say what the **Shema** is and recognise the words of the Shema as a Jewish prayer. -I can say which story from the Torah is remembered on Shabbat **(link to Christianity-Creation story).** -I can talk about what I think is good about reflecting, thanking, praising and remembering for Jewish people. -I can give an example of how some Jewish people might remember God in different ways **(Focus- Shabbat).** -I can retell simple some stories used in Jewish celebrations **(Chanukah, Shabbat).** -I can give examples of how the stories used in celebrations **(Shabbat, Chanukah)** remind Jews about what God is like. -I can make links between Jewish ideas of God found in the stories and how people live.	Short film of a family preparing for Shabbat: www.bbc.co.uk/education/clips/zs2hyrd Short film showing a Friday night in a Jewish household: www.bbc.co.uk/education/clips/z3hyr82 Short film showing Shabbat in the synagogue: www.bbc.co.uk/education/clips/zcfgkqt Short film about Shabbat www.bbc.co.uk/programmes/p02mx9mx Artwork showing the story of Chanukah being celebrated https://artlevin.com/	Visit a synagogue or invite a Jewish speaker/member of our community into school.

			God, **G-d, Torah, Synagogue, mezuzah, Shabbat, Sukkot, Chanukah, Shema**, festivals, **Challah bread,** Creation, harvest, **menorah** (7-branched candlestick), **Chanukiah** (9-branched linked to story of Chanukah) , **Jew, Judaism**	
Summer 1 **Unit 1.10** **What does it mean to belong to as faith community?**	-Identify core beliefs and concepts studied and give a simple description of what they mean -Give examples of ways in which believers put their beliefs into practice -Give a good reason for the views they have and the connections they make	-I can say a group or community that I belong to and talk about what is special and important about belonging to that group (e.g. school, family, hobbies). -I can talk about what happens at a traditional Christian baptism and suggest what the actions and symbols mean. -I can give an example of how a person might show they love people. -I can say what Jesus and other religious leaders from Judaism or Islam says about loving other people. -I can identify ways Christians show they belong to each other when they get married. -I can identify ways Jewish people show they belong to each other when they get married and identify similarities and differences between the marriage ceremonies. -I can recognise symbols of belonging for Christians, Jews and Muslims and think about why they matter to believers.	Calligraphy:https://freeislamiccalligraphy.com/?portfolio=allah-2 https://freeislamiccalligraphy.com/?portfolio=muhammad **Story of the Lost Coin** (Luke 15:8-10-biblegateway.com) – linked to God's love for humanity. **Belonging in a Jewish household**https://www.bbc.co.uk/bitesize/clips/z3hyr82 **Christian baptism:** https://www.bbc.co.uk/bitesize/clips/zm87tfr and https://www.bbc.co.uk/bitesize/clips/zr34wmn **Welcoming a baby to Islam-** https://www.youtube.com/watch?v=fe8qRj12OhY Christian, Jesus, bible**, baptism**, **ceremony, wedding**, religion, **community**, Christianity, menorah, kiddush cup, challah bread, Judaism	Trip to the church to watch a re-enactment of a baptism.
Summer 2 **Unit 1.9**	-Give clear, simple accounts of what	-I can give an example of a story that teaches people about being and feeling valued/unique using **Psalms** and stories	Jesus blesses children https://www.biblegateway.com/passag	Visit from local charities to talk about

How should we care for the world and for others, and why does it matter? **(Links Christianity, Judaism, NR)**	stories and other texts mean to believers. -Give examples of ways in which believers put their beliefs into practice. -Give a good reason for the views they have and the connections they make.	(Psalm 8, people bringing children to Jesus) and consider their messages (God loves all) -I can use my understanding of the Creation story to say one thing **Genesis 1** tells Christians and Jewish people about the natural world (recap the notion that Jews and Christians believe this). -I can think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. -I can use stories (such as the **Good Samaritan** and **Jesus heals the paralyzed man**) to show how people care for others. -I can give good reasons why everyone (religious and non-religious) should care for others and look after the natural world	e/?search=Mark+10%3A+13-15&version=CEV Matthew 6: 25-26 https://www.biblegateway.com/passage/?search=Matthew+6%3A25-26&version=CEV Jesus heals the paralyzed man https://www.biblegateway.com/passage/?search=Luke+5%3A17-26&version=CEB Psalm 8 http://www.psalmsforkids.com/psalm-8/ Song 'You are a star' https://www.fischy.com/songs/you-are-a-star/ **Golden rule**, Creation, Genesis, Torah, **Psalm**, Jesus, **The Good Samaritan,** Jewish story of **Ruth and Naomi**, **charity, aid**, Jewish charity **Tzedek, tikkun olam** (repairing the world).	their impact locally and nationally.
Year 3/4	**End of phase outcomes**	**Key knowledge and skills**	**Suggested vocab and linked texts**	**Broadening horizons**
Autumn 1 L2.1 What do Christians learn from the Creation story?	-Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.	-I can make links to my understanding of what Christians believe God is like (from Year 2 Autumn 1, Year 1 – Autumn 1) -I can place the concepts of God, Creation and Fall on a timeline of the Bible's 'Big Story'. -I can make clear links between Genesis 1 and what Christians believe about God and Creation. -I can describe what Christians do because they believe God is Creator.	Creation story from Genesis 1:1–25 Genesis 1:26–31 -humans being made in God's image and being given control over the earth. Story of Adam and Eve (Genesis 2:15–17 and Genesis 3)	Nature walks looking at the natural world

	-Give good reasons for the views they have and the connections they make.	-I can ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. -I can offer suggestions about what the story of Adam and Eve might show about human nature and how to act. -Build on my year 2 knowledge of prayer - describe how and why Christians might pray to God. -I can make links between what stories in the Bible say about human beings, and I can suggest my own ideas about how people should behave.	Genesis 1, Creation, Creator, God, Bible, stewards, Adam, Eve, **Fall**, natural world, prayer, worship, Big Story.	
Autumn 2 L2.2 What is it like for someone to follow God?	-Identify and describe the core beliefs and concepts studies. -Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live	-I understand that through stories in the Old Testament, Christians see a model of God as having a relationship with people and that Christians use these stories to help them gain insights into how God intends people to live. -I know that Christians refer to the people in the Old Testament as '**The People of God'** and that Christians believe that, through Jesus, all people can become the People of God. -I can make clear links between the story of **Noah** and the idea of **Covenant.** -I can use this story to make links to Christian wedding ceremonies and to how we live in school and the wider world. -I can consider links between the story of **Abraham** and the concept of faith. -I can make links between the People of God and how some Christians choose to live their lives. -I can suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today.	https://biblestories.org/ Noah from Genesis 6:5–9:17. Story of Abraham Genesis 12:1 Promises, **covenant, God, People of God,** Abraham, Sarah, Noah, **Old Testament,** marriage, commands, forgiveness, **faith, Noah**	Talk from the church or visit to the church to look at promises made as part of a marriage or baptism Visit from the Salvation Army
Spring 1 L2.9- How do festivals and worship show what matters to a Muslim?	-Identify and describe the core beliefs and concepts studied. -Describe how people show their beliefs in how they worship and in the way they live.	-I can identify two more of the 5 Pillars, **prayer (salah)** and **fasting (sawm),** using a more in-depth study of a text from the Qur'an to deepen my understanding about God and the Prophet. -Using **Surah 1,** I can identify some beliefs about God in Islam. -I can make links between beliefs about God and **ibadah** (e.g. how God is worth worshipping; how Muslims submit to God). -I can raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.	**Surah 1** **Islamic prayer** https://saioi.net/blog/translation-of-islamic-prayer-what-people-recite-salah-namaz/ http://www.bbc.co.uk/religion/galleries/salah/	Visit Islamic Centre in Exeter or invite speaker from our community to discuss their faith.

		-I can give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve (at home and in the mosque) -I can make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today.	Inside a mosque https://www.bbc.co.uk/teach/inside-the-mosque-what-do-you-need-to-know/zr3f2sg Ramadan: https://www.bbc.co.uk/teach/class-clips-video/ramadan-and-eidulfitr/zdv7pg8 **Ibadah (worship),** pillars, **salah (prayer), sawm (fasting),** Muslim, Islam**, submit,** Qur'an, **rak'ah** (prayer positions), **subhah beads, Ramadan, 'Night of Power', Tawhid.**	
Spring 2 L2.10 How do festivals and family life show what matters to Jewish people?	-Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.	-I can describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities. -I can explore the stories behind Jewish festivals: what they mean, their significance, and how believers express the meanings through symbols, sounds, actions, stories and rituals **(focus on Rosh Hashanah, Yom Kippur and Passover).** -I can make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people -I can identify some Jewish beliefs about God, sin and forgiveness and describe what they mean (link to the stories) -I can make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) -I can make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom in the world today.	Exodus story **Rosh Hashanah** (the Jewish new year festival), **Yom Kippur** (the 'Day of Atonement'), **Pesach/Passover,** shabbat, holy, sabbath, sins, Exodus	Visit synagogue to explore how festivals are celebrated or invite speaker in to share how festivals are celebrated.
Summer 1 L2.4 What kind of world did	-Make clear links between texts/ sources of authority and the core concepts studied.	-I can identify **'Gospel'** as the story of the life and teaching of Jesus. -I can build of my Year 2 understanding of parables by identifying features of a parable. -I can learn stories (Good Samaritan, Jesus healing a leper) and consider what Jesus' actions might mean for a Christian (link to Christian charity).	Jesus healing a leper (Mark 1:40–44) The calling of the first disciples (Matthew 4:18–19).	Have a local Christian charity in talking about their actions/purpose.

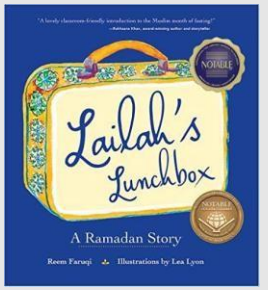
Jesus want?	-Make simple links between stories, teachings and concepts studied and how people live. -Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly	-I can consider links between the calling of the first disciples and how Christians today try to follow Jesus. -I can make simple links between Bible texts and the concept of 'Gospel' (good news). -I can give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching (Golden rule) -I can make links between the Bible stories studied and the importance of love in the world today. -I can make links between some of Jesus' teachings about how to live, and life in the world today.	Good Samaritan (Luke 10:25–29) https://www.christianaid.org.uk/schools **Gospel,** New Testament, Bible, parable, Good Samaritan, Golden Rule, **clergy,** neighbour, charity, Jesus	
Summer 2 L2.12 How and why do people try to make the world a better place?	-Give good reasons for the views they have and the connections they make. -Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.	-I can compare ways in which Christians, Jews, Muslims and non-religious people make a difference, and link this with my own experiences (make links to beliefs and teachings) -I can make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. **tikkun olam and the charity Tzedek)** -I can express my own ideas about a version of the **Golden Rule** (consider how the golden rule applies to many religions). -I can identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). -I can express my own ideas about the best ways to make the world a better place, making links with religious ideas studied.	The Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34) and the 'Golden Rule' (Matthew 7:12). The Golden Rule artwork: http://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-gallery/archive/2014/?ThemeID=60 Muslims and charity: https://www.bbc.co.uk/programmes/p010xbny **Humanist, golden rule,** sin, **tikkun olam (mend the world- Judaism), Tzedek, Zakah (charity- Islam),** charity	Different faith speakers in to talk about the significance of giving to charity/supporting others.
Year 5/6	**End of phase outcomes**	**Key knowledge and skills**	**Suggested vocab and linked texts**	**Broadening horizons**

Autumn 1 U2.1 What does it mean if Christians believe God is holy and loving?	-Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.	-I can build on my understanding of the Prodigal or Lost Son, Luke 15:1–2, 11–32 (previously covered in Year 2) and note the balance of holiness (how clear it is that the younger son is in the wrong) with love and forgiveness (the father does not stand on his own dignity but runs to embrace the repentant son). -I can identify some different types of biblical texts, using technical terms accurately and explain connections between biblical texts and Christian ideas of God, using theological terms. -I can make clear connections between Bible texts studied what Christians believe about God. -I can show how Christians put their beliefs into practice in worship. -I can weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today.	**David** (Psalm 103 — a psalm or prayer/song), **Isaiah** (Isaiah 6:1–5 — a prophet tells of a religious experience) and John (I John 4:7–13 — a letter). PROVERBS 6:16–19, LUKE 23:33–34, David and Isaiah Holy, purity, justice, sin, proverbs, holiness, forgive, gospel, **omnipotent, omniscient**, confession, **wisdom, moral behaviour**	Invite local clergy in to discuss key question.
Autumn 2 U2.3 Why do Christians believe Jesus was the Messiah?	-Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.	I know the Old Testament talks about a 'rescuer' or 'anointed one' (a messiah) and that some texts talk about what this 'messiah' would be like. -I can explain the place of Incarnation and **Messiah** within the 'big story' of the Bible. -I can identify Gospel and prophecy texts, using technical terms. -I can explain connections between biblical texts, Incarnation and Messiah, using theological terms. -I can show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. -I can weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives. -I can make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday.	**(Matthew 1:18–24, 2:1–12), Zechariah 9:9, The Transfiguration - Matthew 17:1–13 or Luke 9:28–36** **Artwork:** https://www.artbible.info/art/large/613.html **Exile, Babylon, Messiah, Saviour,** advent, trinity, incarnation	Invite local clergy in to school to discuss key question or attend St Mary's Church in Dartington.
Spring 1 U2.8 What does it mean to be a Muslim in	-Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.	-I can build on my understanding of the 5 pillars by identifying **Zakah** (almsgiving) and **Hajj (pilgrimage)** as the last of the 5 pillars. -I can make clear connections between Muslim beliefs and ibadah. -I can explain Muslim beliefs about God, the Prophet*and the Holy Qur'an.	https://mosques.muslimsinbritain.org/maps.php#/county/all Islamic charities: https://www.islamic-relief.org/https://muslimhands.org.uk/	Visit to Islamic Centre or invite speaker in to discuss their faith (e.g. local member of our school community).

Britain today?	-Using evidence and examples, show how and why people put their beliefs into practice in different ways.	-I can 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) -I can make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Devon and Torbay today -I can give evidence and examples to show how Muslims put their beliefs into practice in different ways. -I can consider and weigh up the value of 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	Muhammad: https://www.bbc.co.uk/bitesize/clips/zv6sb9q **Zakah,** worldwide Muslim community **(Ummah),** Prophet Muhammad, **Mecca/Makkah**, **Hajj**, **Ka'aba; tawaf, Eid ul-Adha, Pilgrims, morals.**	
Spring 2 U2.9 Why is the Torah so important to Jewish people?	-Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts. -Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.	-I can give examples of some texts that say what God is like and explain how Jewish people interpret them -I can make clear connections between Jewish beliefs about the Torah and how they use and treat it. -I can make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. -I can make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) -I can give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) -I can consider and weigh up the value of 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.	Jewish community information: https://www.jewishgen.org/jcr-uk/england_geographic.htm#glouce https://www.biblegateway.com/ The Torah: https://www.bbc.co.uk/programmes/p02mxblj https://www.kosher.org.uk/koshersearch the Shema, **Sefer Torah** (handwritten scroll), **Orthodox and Progressive Judaism, kosher food, 'Hashem'** meaning 'The Name'	Visit Exeter synagogue to learn about Judaism, create a Judaism box, or invite speaker in from Jewish community / our own community to discuss key question.
Summer 1 U2.4 Christians and how to live: 'What	-Make clear connections between what people believe and how they live, individually and in communities.	-I can identify features of Gospel texts (for example, teachings, parable, narrative). -I can take account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. -I can relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and	The Wise and Foolish Builders, Matthew 7:24–27, The Sermon on the Mount, Matthew 5–7, A healing miracle: The Centurion's Servant, Luke 7:1–10. https://www.christianaid.org.uk/about-us/what-we-do	Look at the work of Christian Aid in trying to bring justice (visit)

would Jesus do?'		opportunities in my life, my community and in the world today. -I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community (Golden Rule link).	Disciple, follower, **discipleship,** parables, foundations for living, miracles, **sermon**, justice, prayer, peace, gospel	
Summer 2 U2.10 What matters most to Humanists and Christians?	-Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.	-I can identify and explain beliefs about why people are good and bad (Christian and Humanist) -I can make clear connections between Christian and Humanist ideas about being good and how people live. -I can raise important questions and suggest answers about how and why people should be good. -I can make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God'). -I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult. -I can make connections between the values studied and my own life and their importance in the world today, giving good reasons for my views.	www.humanists.uk Humanism, Christian, belief, thoughts, moral code, values, world, views, worldviews, humanist/Humanist	Invite speaker who identifies as humanist or explore Humanist association

Year B

Year 1/2	End of phase outcomes	Key knowledge and skills	Suggested vocab and linked texts	Broadening horizons
Autumn 1 **Unit 1.1** **What do Christians believe God is like?**	-Give clear, simple accounts of what stories and other texts mean to believers. -Give examples of how people use stories, texts and teachings to guide their beliefs and actions.	-I can identify what a **parable** is (focus on **Gospel of Luke** – The Lost Sheep, The Unforgiving Servant, The Lost Coin, The Lost Son etc – **New Testament**) -I can tell the story of the Lost Son from the bible and recognise a link with the Christian idea of God as a forgiving Father. -I can give clear, simple accounts of what the stories mean to Christians (The Lost Sheep, The Lost Coin, The Lost Son). - I can think, talk and ask questions about whether I can learn anything from the parables and give reasons for my ideas. - I can give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) -I can give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) -I can identify different types of prayers and link these types of prayer to 'The Lost Son'.	Lion Children's Bible Songs:'My God is So Big', 'Who's the King of the Jungle?', 'Our God is an awesome God'. 'My Lighthouse' Prayer, **parable,** Bible, forgiveness, hope, Christian, belief, **worship,** hymn, pray, reflect, **New testament**	Invite local clergy in to discuss what Christians believe God is like.
Autumn 2 & Spring 1 **Unit 1.6** **Who is a Muslim and how do they live?**	-Identify core beliefs and concepts studied and give a simple description of what they mean. -Give examples of how people use stories, texts and teachings to guide their beliefs and action.	-I can recognise the words of the **Shahadah** and why it is important for Muslims (explore this as one of the 5 pillars) -I can identify some of the key Muslim beliefs about God found in the Shahadah and the **99 names of Allah** and give a simple description of what some of them mean. -I can give examples of how Muslims use the Shahadah to show what matters to them. -I can retell the story of the giving of the **Holy Qur'an** to **Muhammad.** -I can talk about what I think is good about how Muslims show respect for their holy book and how Muslims obey its teaching. -I can give examples of how stories about the Prophet show what Muslims believe about Muhammad. -I can describe simply some examples of how and why Muslims pray. -I can give examples of how Muslims put their beliefs about prayer into action.	99 Names of Allah artwork http://www.arthafez.com/gallery.html RE films http://www.natre.org.uk/primary/good-learning-in-re-films/ 5 pillars https://www.khanacademy.org/humanities/ap-art-history/cultures-religions-ap-arthistory/a/the-five-pillars-of-islam Prepaton for prayer https://www.bbc.co.uk/bitesize/clips/zfhyr82	Muslim speaker in to talk to the children about key beliefs and practices. Book: 

		-I can think, talk about and ask questions about Muslim beliefs and ways of living.	**Muslim,** God, **Allah, Prophet, Muhammad (PBUH), Shahadah, Holy Qur'an, Five Pillars, Islamic, prayer beads, Arabic,** Moses and Jesus (called Musa and Isa in Qur'an), **Mount Hira, angel Jibril, peace, pilgrimage.**	
Spring 2 **Unit 1.5:** **Why does Easter matter to Christians ?** **SALVATIO N**	-Give examples of how stories show what people believe.	-I can recognise that Incarnation and Salvation are part of a 'big story' of the Bible (**New Testament)** -I can tell stories of **Holy Week** and Easter from the Bible and recognise a link with the idea of **Salvation (Jesus rescuing people)** -I can recognise that Jesus gives instructions about how to behave (link to first unit on parables) -I can give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter -I can explain how Jesus' resurrection relates to Christian ideas about life after death. -I can think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say about sadness, hope or heaven.	John 12:12–15: Jesus' entry into Jerusalem Luke 22:47–53: Jesus' betrayal and arrest Luke 23:26–56: crucifixion, death and burial Luke 24:1–12: finding the empty tomb John 20:11–23: Jesus appearing to Mary Magdalene and the disciples. **Easter, Palm Sunday, Holy week, Palm leaves, Good Friday, Easter Sunday, tomb, Mary Magdalene**, disciples, **heaven,** New testament, Bible, **crucifix, resurrection, salvation**	Trip to the church to explore how Holy week is celebrated. (pictures, crucifix, empty cross, chalice and paten, colours used)
Summer 1 **Unit 1.4** **Gospel: What is**	-Give clear, simple accounts of what stories and other texts mean to believers.	-I can identify and tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' **(first link with Jesus' disciples- who are they?)** -I can give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector- **Gospel of Matthew**) mean to Christians (consider how Matthew's life was changed by Jesus).	Bible (New Testament) Bible, gospel, New Testament, Jesus, forgiveness**, Matthew, disciples,** peace, prayer, **confession**	Church charity/Christian charity/local charity in to talk to the children about values

the good news Jesus brings?	-Give examples of how people use stories, texts and teachings to guide their beliefs and actions	-I can recognise that Jesus gives instructions to people about how to behave. -I can give examples of ways in which Christians follow the teachings studied about forgiveness and peace **(Link - Gospels of Luke, Matthew and John)** -I can give examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) -I can think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live.		and why they do what they do.
Summer 2 **Unit 1.8** **What makes some places sacred to believers?** **(Links Christianity,Islam, Judaism)**	-Give a good reason for the views they have and the connections they make	-I can make links from the units I have studied this year (1.4 – Christianity and the 'good news', 1.6 – who is a Muslim) and last year (1.7 – who is Jewish) -I can recognise that there are special places where people go to worship, and talk about what people do there (Mosque, Synagogue, Church) -I can ask questions about what happens in a church, synagogue or mosque. -I can Identify objects used in worship in two religions and give a simple account of how they are used. -I can give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. -I can give examples of how people worship at a church, mosque or synagogue -I can talk about what makes some places special to people, and what the difference is between religious and non-religious special places.	Judaism- https://truetube.co.uk/film/holy-cribs-synagogue Locations of mosques- http://mosques.muslimsinbritain.org/maps.php#/town/all Mosque, church, synagogue, worship, belief, Christian, Jewish, Muslim, Islam, Torah, Qur'an, **holy,** the altar, cross or crucifix, Lord's Table/communion table, bread, wine, Bible, font**, lectern,** candles, symbols of light, Ner tamid, ark, Torah scroll, Bimah, tallit (prayer shawl), tzitzit (tassels on a prayer shawl), tefellin, Kippah (skullcap) and hannukiah, images wuzu/wudu area (washing area), calligraphy, **prayer mat,** prayer beads, **minbar, mihrab, muezzin** (person who does the call to prayer)	Visit to a place of worship

Year 3/4	End of phase outcomes	Key knowledge and skills	Suggested vocab and linked texts	Broadening horizons
Autumn 1 L2.3 What is the 'Trinity' and why is it important for Christians?	-Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believer. -Make simple links between stories, teachings and concepts studied and how people live, individually and in communities	-I know that belief in the Trinity is distinctive to Christianity. -I can identify **John 1** as part of a 'Gospel', noting some differences between John and the other Gospels (compare to Matthew and Luke). -I can make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today. -I can offer suggestions about what texts about **baptism and Trinity might mean (John the Baptist)** -I can describe how Christians show their beliefs about the Trinity in the way they live. -I can describe how Christians show their beliefs about the Trinity in worship (in baptism and prayer) and in the way they live. -I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of my own about what the God of Christianity is like.	John 1:1–14 The Grace - 2 Corinthians 13:14 My Life, my religion https://www.bbc.co.uk/programmes/b05pc1c9 **Trinity,** Gospel, New Testament, John, Luke, Matthew, baptism, prayer, Christianity, **Father, Son, Holy Spirit, Christ, priest.**	Explore the church for symbols of God as the Father, Son and Holy Spirit. Church visit to watch a baptism
Autumn 2 L2.7 What do Hindus believe God is like?	-Identify and describe the core beliefs and concepts studied. -Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.	-I can identify some Hindu **deities** and say how they help Hindus describe God. -I can begin to make clear links between some stories (e.g. **Svetaketu, Ganesh, Diwali**) and what Hindus believe about God. -I can make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) and link this to Hindu forms of worship. -I can ask questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. -I can make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today.	Deities: https://www.blueosa.com/10-hindu-deities-everyone-know-pilgrimage-india/ Diwali: https://www.bbc.co.uk/teach/class-clips-video/diwali-the-hindu-festival-of-light/z668qp3 **Brahman (God), spirit, Aum, Svetaketu, Ganesh and Krishna, murtis: Brahma (symbolising creation), Lakshmi (wealth and good fortune), Parvati (a form of Shakhti, the mother goddess, symbolising fertility and creativity), Saraswati**	Hindu visitor during the Hinduism unit to talk about key beliefs.

			(knowledge, music, art and wisdom), Shiva (destruction), Vishnu (symbolising preservation), Trimurti ('create', 'preserve', 'destroy'.), Diwali, Deities: (Hindu gods and goddesses), Murtis (the statues or images of the Hindu deities)	
Spring 1 L2.8 What does it mean to be Hindu in Britain today?	-Describe how people show their beliefs in how they worship and in the way they live.	-I can identify the terms **dharma, Sanatan Dharma** and say what they mean. -I can make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) -I can describe how Hindus show their faith within their families in Britain today **(e.g. home puja)** -I can describe how Hindus show their faith within their faith communities in Britain today (e.g. **arti and bhajans at the mandir**; in festivals such as Diwali) -I can identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) -I can raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society.	My life, my religion- https://www.bbc.co.uk/programmes/p02n5xj7 Worship in a temple- https://www.bbc.co.uk/bitesize/clips/zh734wx **Dharma (Hindus way to life), puja (worship), Bhajans (worship songs), Mandir (Hindu temple), Aarti (light, which removes darkness)**	Hindu visitor during the Hinduism unit to talk about key beliefs.
Spring 2 L2.5 Why do Christians call the day Jesus died 'Good Friday'?	-Make clear links between texts/ sources of authority and the core concepts studied. -Make simple links between stories, teachings and concepts studied and how people live.	-I know Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. -I recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. -I can offer informed suggestions about what the events of Holy Week means to Christians. -I can give examples of what Christians say about the importance of the events of Holy Week -I can raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday'. -I can make simple links between the Gospel accounts and how Christians mark the Easter events in their communities	Easter: https://www.bbc.co.uk/programmes/p02mww94 Entry to Jerusalem: Matthew 21:7–11); Good Friday (Jesus' death: Luke 23:13–25, 32–48); Easter Sunday (Jesus is raised to life: Luke 24:1–12). Sin, Holy Week, Palm Sunday, Good Friday, Easter Sunday, hope, salvation	Church visit/visit from the church to discuss Good Friday.

Summer 1 L2.13 How do people from religious and non-religious communities celebrate key festivals?	Identify and describe some core beliefs, values and stories remembered at festivals. -Make simple links between stories, teachings and values behind festivals, and how people remember these when celebrating. -Raise questions and suggest answers about how far beliefs and different practices studied might make a difference to how pupils think and live.	-I can consider the similarities and differences in the ways we celebrate significant events and people, and why we do this. Are there similarities and differences, why do we do what we do? -I can explain why different parts of celebrations happen and can compare religious and secular celebrations. Choose a series of religious celebrations to explore (e.g. Christmas – might include carol singing, decorating, Christingle service). Find out information about how and why these are done. Explain why parts of celebration happen. -I can identify how those from other religious worldviews celebrate by exploring the Jewish festivals of Chanukah and Sukkot. Looking through a Religious Studies / Sociological lens, explore these festivals. -I can consider festivals from the lenses of religious studies (we are not exploring the truth of Christian beliefs, but we are exploring what people do) and sociology (e.g. how Christmas is celebrated in the UK). -I can consider the role of festivals in the life of Britain and can answer key questions. Is comic relief a bigger festival than Easter? Focus questions: Should everyone be allowed a day off work for their festivals? Is Christmas for Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops always take over? Is there a real meaning of a festival?	Websites include: www.bbc.co.uk - comic relief, Celebration, festival, festivities, Jewish, Judaism, Chanukah, Sukkot, Christianity, Easter, meaning, religion, sociology, Religious Studies	Visit synagogue to find out more about Jewish festivals, visit to Exeter Cathedral to learn how festivals are celebrated.
Summer 2 L2.11 How and why do people mark the significant events of life?	-Give good reasons for the views they have and the connections they make. -Make links between some of the beliefs and practices studied and life in the world today. -Raise important questions and suggest answers about how far the beliefs	-I can describe what happens in ceremonies of commitment (e.g. baptism, **sacred thread,** marriage) and say what these rituals mean. -I can identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) -I can make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals). -I can raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones -I can offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.	Baptism: https://www.bbc.co.uk/programmes/p02mwy4d Bat Mitzvah: https://www.bbc.co.uk/programmes/p02n2kgx Circle of birth and rebirth https://www.bbc.co.uk/programmes/p02n5v2q Commitments, promises, baptism, communion, confession, **bar/bat**	Visit to a local place of worship to watch a mock wedding/baptism

	and practices studied might make a difference to how pupils think and live.	-I can make links between ideas of love, commitment and promises in religious and non-religious ceremonies	**mitzvah,** ceremony, belonging, community, **Hindu Thread ceremony**,	

Year 5/6	End of phase outcomes	Key knowledge and skills	Suggested vocab and linked texts	Broadening horizons
Autumn 1 U2.2 Creation and science: conflicting or complementary.	- Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority. -Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists).	-I know that there are many Christians who are scientists. -I can talk about the debate and controversy around the relationship between the accounts of Creation in Genesis and contemporary scientific accounts. -Linking to this idea, I can identify what type of text some Christians say Genesis 1 is, and its purpose (idea of the Creator) -I can outline the importance of Creation on the timeline of the 'big story' of the Bible. -I can identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying my responses. -Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. -I can respond to the idea that humans have great responsibility for the Earth and I can weigh up how well humans are responding to this responsibility, taking into account religious and non-religious viewpoints.	http://www.testoffaith.com/resources/resource.aspx?id=480 Psalm 8 Creation, Genesis 1, Creator, big bang, **evolution, cosmology**, belief, psalm, Bible, **conflicting, interpretation.**	Invite in some local Christians who are scientists.
Autumn 2 U2.11 What does it mean to be a Humanist in Britain today?	Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions	- **I** can talk about the views of non-religious people and humanists (including Humanists who have joined the Humanist association and those who identify as humanist without joining an organisation). - I can make connections in Humanism (Happy Human symbol, baby naming, wedding and funeral ceremonies, the golden rule, activism in terms of looking after the environment). - I can explore why science is important in humanism. Humanists beileve that the world and human beings have natural origins.	**https://humanists.uk/education/schoolspeakers/** **https://tinyurl.com/yb488wm** **ReThink prizewinners – www.athiestmindhumanistheart.co**	Invite Christian and Humanist in to answer questions about their worldviews.

	Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures	Explore what this means, connecting with the scientific account. Link with science lessons, questions that can and cannot be answered by science. - I can reflect on the values I share with humanists. Connect with unit U2.10 ask pupils to identify which values they share with Humanists, e.g. freedom, truth, happiness, reason, empathy, love, justice, peace – link with our school values. What actions would children expect. - I can discuss humanism in relation to worldviews. Link learning across the unit to explore how pupils' worldviews reflect a humanist worldview, if not a Humanist worldview? (Distinction between humanism and Humanism – where the latter belongs to Humanist Society).	**m/winners** **God, world views, humanist, observing, Happy Human symbol, ceremonies, the golden rule, empathy, love, justice activism, environment, science, hypothesis, Athiest, values. freedom, truth, happiness, reason, empathy, love, justice, curiosity, friendship, peace**	
Spring 1 U2.7 Why do Hindus want to be good?	-Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions.	-I can identify Hindu beliefs about dharma, karma, samsara, Moksha and connect these beliefs to ways in which Hindus live (e.g. ahimsa - non-violence). -I can link these beliefs to the story of the man in the well. -I can identify, name and connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. -I can reflect on what impact belief in karma and dharma might have on someone – what impact might it have on the word? -I can identify, using evidence, how Hindus put their beliefs into practice.	dharma, karma, samsara and moksha, **Mahabharata, ahimsa (non-violence),** **four aims of life (punusharthas) : dharma (**religious or moral duty); **artha (**economic development, providing for family) **kama** (regulated enjoyment of the pleasures and beauty of life**); moksha** (liberation from the cycle of birth and rebirth), **reincarnation ,** trimurti, Hindu deities, **atman.**	Visit to Exeter Hindu Cultural Centre or invite speaker from the centre to discuss Hinduism and beliefs.
Spring 2 **U2.13c** **What can be done to**	-Make clear connections between the challenges racism presents and how people of religious	-I can explain what racism is and can identify key individuals who have given their lives to reducing racism and hatred. - I can explain who Colston and Wesley were in and why their statues were displayed in Bristol. - I can explain who people have overcome racism through celebrations in music, film, prayer and art.	Visit NATRE: www.natre.org.uk/about-natre/projects/anti-racist-re/primary-classroom-resources/	Invite guest speaker to discuss how they have supported the community to reduce racism.

reduce racism? Can religion help?	and non-religious worldviews respond to these, both within and beyond their own communities. -Describe examples of ways in which people use texts/teachings to make sense of responses to racism and how to approach the challenges it presents.	- I can identify scriptures that support people to treat all humans with dignity, respect, equality and love, and I can identify why this does not always happen. - I can identify how the Prophet Muhammad taught his followers to set racial differences aside. - I can ask and answer questions about racism and consider how religion can make positive contributions to justice. - I can create a piece of artwork to show the idea 'we have far more in common than keeps us apart.'	Racism, Colston, Wesley, statues, overcome, celebrations, scriptures, Muhammad, questions, social justice, justice, common, differences	
Summer 1 U2.6 For Christians, what kind of king is Jesus?	-Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.	-I can make links and connections between biblical texts and the concept of the Kingdom of God, considering different possible meanings for these texts. -I can make connections between belief in the Kingdom of God and how Christians put their beliefs into practice, including in worship and in service to the community (link to forgiveness over punishment). -I can relate Christian teachings or beliefs about God's Kingdom to the issues and opportunities in my own life, the life of those in my community and of those in the world today (consider if the world could learn from Christian ideas). -I can make connections between belief in the Kingdom of God and how this links to the notion of receiving and practising forgiveness. -I know 'The Kingdom' is compared to a feast where all are invited to join in (make connections to how some choose to join the feast and others don't).	The Feast: Luke 14:12–24. The Tenants in the Vineyard: Matthew 21: 33–46. The Parable of the Unforgiving Servant (Matthew 18:21–35). Songs - 'Lord of the Dance' and 'Down to Earth' https://www.oasisuk.org/ Heaven, 'Kingdom of God', Lord's prayer, the fall, John's Gospel, Old Testament, forgiveness	Inspirational speakers to talk about how they've contributed towards the community/supportin g others.
Summer 2 Green	Understand the impact: -Make clear	-I can identify Greta Thunberg's worldview and can discuss climate justice. -I can identify key concepts of different worldviews (e.g. khalifa	https://www.natgeokids.com/uk/kids-	Invite local groups that are religious or non-religious to talk

religion? What do religious and non-religious world views teach about caring for the Earth?	connections between what people from religious and non-religious worldviews believe about the world and environment and how this impacts on their actions. Make connections: Reflect on and articulate lessons people might gain from beliefs about the environment and people's responses to environmental issues studied.	(Islam), stewardship (Christianity), Bhumi (goddess in Hindu Dharma) and Tu B'Shevat (Jewish), connect these to sacred texts and can show the implications they have for Earth. - I can learn about different projects (Jewish Ecological Coalition, Islamic Relief's tree planting, the Hindu Bhumi Project, Christian projects Eco Church or Operation Noah) and consider why they may need to grow their influence. - I can describe creative expressions of green spirituality from different faiths and can consider their impact. -I can find out about connections between ancient wisdom in holy texts and some ways religious people have become 'climate justice activists'. - I can consider the behaviour, beliefs and expressions that must happen for people and the planet to survive and re-balance the ways humans have exploited the Earth.	club/cool-kids/general-kids-club/greta-thunberg-facts/ Greta Thunberg, non-religious, religious, climate, khalifa, Islam, Muslim, stewardship, Christianity, Bhumi, Goddess of Hindu Dharma, Tu B'Shevat, Jewish, Judaism, Earth, Jewish Ecological Coalition, Islamic Relief, Hindu Bhumi Project, Eco Church, Operation Noah, green spirituality, faith, climate justice activists, behaviour, beliefs, expression	about how they support the environment at the local level.