



Sequence of teaching overview in RE 2025 2026

	Autumn Term			Spring Term			Summer Term		
THRIVE VALUES	<p>Team – We share ideas with our partners / groups. Children may choose to share their own faith with others.</p> <p>Healthy – Have discussions around the support of being part of a community to support mental health and well-being.</p>			<p>Responsibility – To be respectful of other's views and religions.</p> <p>Innovative – Being creative in their thinking and justifying their own reasons.</p>			<p>Valued – Making sure everyone is valued equally no matter which religion / no religion. Able to express views freely.</p> <p>Empathetic – We understand the emotion in religions and empathise with what others believe.</p>		
	<p>Unit outcome A1: What makes people special?</p> <p>A2: What is Christmas?</p>			<p>Unit Outcome Sp1: How do people celebrate?</p> <p>Sp2: What is Easter?</p>			<p>Unit Outcome Su1: What can we learn from stories?</p> <p>Su2: What makes places special?</p>		
	Communication and Language	Personal, Social and Emotional development	Understand the World	Communication and Language	Personal, Social and Emotional development	Understand the World	Communication and Language	Personal, Social and Emotional development	Understand the World
Nursery	<p>A1:</p> <ul style="list-style-type: none"> -Use a wider range of vocabulary -Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions -Understand 'why?' questions -Enjoy listening to longer stories and can remember much of what happens 	<p>A1:</p> <ul style="list-style-type: none"> -Play with one or more other children, extending and elaborating play ideas -Talk about their feelings using words like 'happy', 'angry' etc -Begin to understand how others might be feeling -Develop their sense of 	<p>A1:</p> <ul style="list-style-type: none"> -Talk about what they see using a wide vocabulary -Begin to make sense of their own life-story and family's history -Continue to develop positive attitudes about the differences 	<p>Sp1:</p> <ul style="list-style-type: none"> -Use a wider range of vocabulary -Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions -Understand 'why?' questions -Know many rhymes, be able to talk about familiar books, and be able to tell a long story 	<p>Sp1:</p> <ul style="list-style-type: none"> -Play with one or more other children, extending and elaborating play ideas -Talk about their feelings using words like 'happy', 'angry' etc -Begin to understand how others might be feeling 	<p>Sp1:</p> <ul style="list-style-type: none"> -Talk about what they see using a wide vocabulary -Continue to develop positive attitudes about the differences between people -Know that there are different countries in the world and talk about the differences they have 	<p>Su1:</p> <ul style="list-style-type: none"> -Use a wider range of vocabulary -Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions -Understand 'why?' questions -Know many rhymes, be able to talk about familiar books, and be able to tell a long story 	<p>Su1:</p> <ul style="list-style-type: none"> -Play with one or more other children, extending and elaborating play ideas -Talk about their feelings using words like 'happy', 'angry' etc -Begin to understand how others might be feeling -Develop their sense of 	<p>Su1:</p> <ul style="list-style-type: none"> -Talk about what they see using a wide vocabulary -Continue to develop positive attitudes about the differences between people -Know that there are different countries in the world and talk about the differences they have



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	<p>A2: - Use a wider range of vocabulary - Understand 'why?' questions - Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions</p>	<p>responsibility and membership of a community</p> <p>A2: -Play with one or more other children, extending and elaborating play ideas -Talk about their feelings using words like 'happy', 'angry' etc -Begin to understand how others might be feeling</p>	<p>between people</p> <p>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>A2; -Talk about what they see using a wide vocabulary -Begin to make sense of their own life-story and family's history</p>	<p>- Enjoy listening to longer stories and can remember much of what happens</p> <p>Sp2: -Use a wider range of vocabulary -Understand 'why?' questions -Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions - Enjoy listening to longer stories and can remember much of what happens</p> <p>-Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p>	<p>Sp2: -Play with one or more other children, extending and elaborating play ideas -Talk about their feelings using words like 'happy', 'angry' etc -Begin to understand how others might be feeling</p>	<p>experienced or seen in photos</p> <p>Sp2: -Talk about what they see using a wide vocabulary -Begin to make sense of their own life-story and family's history -Continue to develop positive attitudes about the differences between people</p>	<p>- Enjoy listening to longer stories and can remember much of what happens</p> <p>Su2: -Use a wider range of vocabulary -Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions -Understand 'why?' questions -Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p>	<p>responsibility and membership of a community</p> <p>Su2: -Play with one or more other children, extending and elaborating play ideas -Talk about their feelings using words like 'happy', 'angry' etc -Begin to understand how others might be feeling -Develop their sense of responsibility and membership of a community</p>	<p>experienced or seen in photos</p> <p>Su2: -Talk about what they see using a wide vocabulary -Begin to make sense of their own life-story and family's history -Continue to develop positive attitudes about the differences between people -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>
	Vocabulary	A1: Jesus, Moses A2: Mary, Joseph, Frankincense, Myrrh		Vocabulary	Sp1: Nowruz, Holi, Vishnu Sp2: Jesus, Palm Sunday, The Last Supper Cross, Tomb		Vocabulary	Su1: Parable. Allah, Brahmin, Sadhana, Guru Nanak Su2: Church, Font, Altar, Lectern, Mosque, Minaret, Musalla, Mihrab, Minbar, Qur'an, Synagogue, Ark, Torah, Prayer Shawls, Kippah	
Reception	Unit outcome A1: What makes people special?		Unit Outcome Sp1: How do people celebrate?			Unit Outcome Su1: What can we learn from stories?			



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A2: What is Christmas?			Sp2: What is Easter?			Su2: What makes places special?		
Communication and Language	Personal, Social and Emotional development	Understand the World	Communication and Language	Personal, Social and Emotional development	Understand the World	Communication and Language	Personal, Social and Emotional development	Understand the World
A1: -Understand how to listen carefully and why listening is important -Learn new vocabulary - Ask questions to find out more and to check they understand what has been said to them - Describe events in some detail - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen - Engage in story times - Listen to and talk about stories to build familiarity and understanding - Retell the story once they have developed a deep familiarity with the text; some as exact repetition and	A1: -Build constructive and respectful relationships -Express their feelings and consider the feelings of others -Identify and moderate their own feelings socially and emotionally. -Think about the perspective of others. A2: - Build constructive and respectful relationships -Express their feelings and consider the feelings of others -Identify and moderate their own feelings socially and emotionally.	A1: -Talk about members of their immediate family and community - Name and describe people who are familiar to them -Compare and contrast characters from stories, including figures from the past. A2: -Recognise that people have different beliefs and celebrate special times in different ways -Engage in story times -Listen to and talk about stories to build familiarity and understanding - Listen carefully to rhymes and songs, paying attention to how they sound - Retell the story once they have developed a deep familiarity with the text; some as exact repetition and	Sp1: -Understand how to listen carefully and why listening is important -Learn new vocabulary - Ask questions to find out more and to check they understand what has been said to them - Describe events in some detail - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen - Engage in story times - Listen to and talk about stories to build familiarity and understanding - Listen carefully to rhymes and songs, paying attention to how they sound - Retell the story once they have developed a deep familiarity with the text; some as exact repetition and	Sp1: - Build constructive and respectful relationships -Express their feelings and consider the feelings of others -Identify and moderate their own feelings socially and emotionally. Sp2: - Build constructive and respectful relationships -Express their feelings and consider the feelings of others -Identify and moderate their own feelings socially and emotionally.	Sp1: -Talk about members of their immediate family and community - Name and describe people who are familiar to them -Compare and contrast characters from stories, including figures from the past. Sp2: -Recognise that people have different beliefs and celebrate special times in different ways -Engage in story times -Listen to and talk about stories to build familiarity and understanding - Listen carefully to rhymes and songs, paying attention to how they sound - Retell the story once they have developed a deep familiarity with the text; some as exact repetition and	Su1: -Understand how to listen carefully and why listening is important -Learn new vocabulary - Ask questions to find out more and to check they understand what has been said to them - Describe events in some detail - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen - Engage in story times - Listen to and talk about stories to build familiarity and understanding - Listen carefully to rhymes and songs, paying attention to how they sound - Retell the story once they have developed a deep familiarity with the text; some as exact repetition and	Su1: - Build constructive and respectful relationships -Express their feelings and consider the feelings of others -Identify and moderate their own feelings socially and emotionally. Su2: - Build constructive and respectful relationships -Express their feelings and consider the feelings of others -Identify and moderate their own feelings socially and emotionally.	Su1: -Talk about members of their immediate family and community - Name and describe people who are familiar to them -Compare and contrast characters from stories, including figures from the past. Su2: -Recognise that people have different beliefs and celebrate special times in different ways - Engage in story times - Listen to and talk about stories to build familiarity and understanding - Listen carefully to rhymes and songs, paying attention to how they sound - Retell the story once they have developed a deep familiarity with the text; some as exact repetition and



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	<p>some in their own words</p> <p>A2:</p> <ul style="list-style-type: none">- Understand how to listen carefully and why listening is important- Learn new vocabulary- Ask questions to find out more and to check they understand what has been said to them<ul style="list-style-type: none">- Describe events in some detail- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen- Engage in story times- Listen to and talk about stories to build familiarity and understanding- Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	<p>-Think about the perspective of others.</p>	<p>other countries.</p> <p>A2:</p> <ul style="list-style-type: none">-Talk about members of their immediate family and community- Name and describe people who are familiar to them-Compare and contrast characters from stories, including figures from the past.-Recognise that people have different beliefs and celebrate special times in different ways	<p>developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Sp2:</p> <ul style="list-style-type: none">-Understand how to listen carefully and why listening is important-Learn new vocabulary- Ask questions to find out more and to check they understand what has been said to them<ul style="list-style-type: none">- Describe events in some detail- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen- Engage in story times- Listen to and talk about stories to build familiarity and understanding- Retell the story once they have developed a deep familiarity with the text; some as exact repetition and	<p>-Think about the perspective of others.</p>	<p>natural world around them</p> <p>Sp2:</p> <ul style="list-style-type: none">-Talk about members of their immediate family and community- Name and describe people who are familiar to them-Recognise that people have different beliefs and celebrate special times in different ways- Recognise some similarities and differences between life in this country and life in other countries- Understand the effect of changing seasons on the natural world around them	<p>developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Su2:</p> <ul style="list-style-type: none">-Understand how to listen carefully and why listening is important-Learn new vocabulary- Ask questions to find out more and to check they understand what has been said to them<ul style="list-style-type: none">- Describe events in some detail- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen	<p>-Think about the perspective of others.</p>	<p>family and community</p> <ul style="list-style-type: none">- Name and describe people who are familiar to them-Understand that some places are special to members of their community-Recognise that people have different beliefs and celebrate special times in different ways-Recognise some similarities and differences between life in this country and life in other countries.
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				some in their own words					
	Vocabulary	A1: Jesus, Moses A2: Mary, Joseph, Frankincense, Myrrh		Vocabulary	Sp1: Nowruz, Holi, Vishnu Sp2: Jesus, Palm Sunday, The Last Supper Cross, Tomb		Vocabulary	Su1: Parable. Allah, Brahmin, Sadhana, Guru Nanak Su2: Church, Font, Altar, Lectern, Mosque, Minaret, Musalla, Mihrab, Minbar, Qur'an, Synagogue, Ark, Torah, Prayer Shawls, Kippah	
Year One	Unit outcome A1 – Does God want Christians to look after the world? A2 – What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem			Unit Outcome Sp1 – Was it always easy for Jesus to show friendship? Sp2 – Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?			Unit Outcome Su1 – Is Shabbat important to Jewish children? Su2 – How important is it for Jewish people to do what God asks them to do? (Year 2 unit)		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	A1 I can remember the Christian Creation story and talk about it. A2 I can remember some of the Christmas story.	A1 I can express an opinion about the Christian belief about creation. A2 I can suggest a gift I would give to Jesus.	A1 Adam Eve A2 Mary Joseph Frankincense Myrrh	Sp1 I can remember a story about Jesus showing friendship and talk about it. Sp2 I can recall parts of the Easter story. I can recognise some symbols in the story.	Sp1 I can say how Jesus tried to be a good friend. Sp2 I can start to show understanding that Jesus is special to Christians and say why.	Sp1 Zacchaeus Mary, Martha and Lazarus Sp2 Palm Sunday Palm cross	Su1 I can use the right names for things that are special to Jewish people during Shabbat and explain why. Su2 I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain	Su1 I can start to make a connection between being Jewish and decisions about behaviour. Su2 I can suggest what I think are the most and least important things Jews do that God asks them to do and	Su1 Shabbat Challah Su2 Pesach Passover Seder Hagadah Matzah Charoset Zeroah Beitzah Maror Karpas Chazeret Exodus Moses Kashrut Kosher



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							why they choose to do this.	add at least one reason.	
	Unit outcome A1 - Is it possible to be kind to everyone all of the time? A2 - Why do Christians believe God gave Jesus to the world?			Unit Outcome Sp1- Does praying at regular intervals help a Muslim in his/her everyday life?			Unit Outcome Su 1- Does going to a mosque give Muslims a sense of belonging?		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
Year Two	A1 I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. A2 I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.	A1 I can say if I think Christians should be kind and give a reason. A2 I can tell you why Christians think God gave Jesus to the world.	A1 Samaritan Parable A2 Advent	Sp1 I can use the right words to describe how Muslims pray and begin to explain why they do this. Sp2 I can recall what Christians believe happened on Easter Sunday.	Sp1 I can start to think through how praying 5 times a day might help in some ways more than others. Sp2 I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.	Sp1 Salah Allah Qur'an Makkah/ Ka'bah	Su1 I can explain what happens when Muslims pray alone or at the mosque. Su2 I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.	Su1 I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be. Su2 I can start to think about the significance of Hajj to a Muslim.	Su1 Mosque Minaret Musalla Mihrab Minbar Qur'an Wudu Prayer mats Hajj Su 2 Hajj Hajj robes Makkah/Mecca Qur'an Grand Mosque Mount Arafat Five Pillars Pilgrimage
	Unit outcome			Unit Outcome Sp1: What is 'good' about Good Friday?			Unit Outcome		



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Year Three	A1: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? A2: Has Christmas lost its true meaning?			Sp2: Could Jesus heal people?			Su1: How can Brahman be everywhere and in everything? Su2: Would visiting the River Ganges feel special to a non-Hindu?		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	A1: I can describe some of the ways Hindus celebrate Divali and explain how I think Hindu children might feel at Divali. A2: I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.	A1: I can start to say why Divali might bring a sense of belonging to Hindus. A2: I can start to tell you what Christmas means to Christians and what it means to me.	A1: Divali Ramayana Rama Sita Lakshmi Rangoli patterns Diva lamp Puja tray Mandir A2: Advent Incarnation	Sp1: I can explain one Christian viewpoint about one of Jesus' healing miracles. Sp2: I can start to tell you why Christians believe Jesus' death is important.	Sp1: I can start to say whether I believe Jesus actually healed people or not. Sp2: I can start to reflect on whether I agree with Christian beliefs about Jesus' death.	Sp1: Miracle Sp2: Jesus Palm Sunday The Last Supper Cross Tomb Bread and Wine Maundy Thursday Good Friday Disciples Judas	Su1: I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. Su2: I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.	Su1: I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. Su2: I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.	Su1: Brahman Trimurti Brahma Shiva Vishnu Ganesha Lakshmi Puja Omnipresent Su2: Ganga Varanasi Brahman Pilgrimage
Year Four	Unit outcome A1: Is it possible for everyone to be happy? A2: What is the most significant part of the Nativity story for Christians today?			Unit Outcome Sp1: Could the Buddha's teachings make the world a better place? Sp2: Is forgiveness always possible for Christians?			Unit Outcome Su1: What is the best way for a Buddhist to lead a good life? Su2: Do people need to go to church to show they are Christians?		



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	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	<p>A1: I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.</p> <p>A2: I can describe one thing a Christian might learn about Jesus from a Christmas symbol.</p>	<p>A1: I can begin to show an understanding of what being happy means to Buddhists.</p> <p>A2: I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p>	<p>A1: Buddha Bodhi 8-fold path Prince Siddhattha Gautama Yasodhara</p> <p>A2: Frankincense Myrrh Christingle</p>	<p>Sp1: I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.</p> <p>Sp2: I can describe what a Christian might learn about forgiveness from a Biblical text.</p>	<p>Sp1: I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.</p> <p>Sp2: I can show an understanding of how Christians believe God can help them show forgiveness.</p>	<p>Sp1: Buddha Bodhi 8-fold path</p> <p>Sp2: The Lord's Prayer The Last Supper Peter</p>	<p>Su1: I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.</p> <p>Su2: I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.</p>	<p>Su1: I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</p> <p>Su2: I can start to understand the impact a Christian's special place has on him/her.</p>	<p>Su1: Buddha 8-fold path</p> <p>Su2: Church Baptism John the Baptist Eucharist/Holy Communion</p>
	<p>Unit outcome</p> <p>A1: How far would a Sikh go for his/her religion?</p> <p>A2: Is the Christmas story true?</p>			<p>Unit Outcome</p> <p>Sp1: Are Sikh stories important today?</p> <p>Sp2: How significant is it for Christians to believe God intended Jesus to die?</p>			<p>Unit Outcome</p> <p>Su1: What is the best way for a Sikh to show commitment to God?</p> <p>Su2: What is the best way for a Christian to show commitment to God?</p>		
<p>Year Five</p>	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	<p>A1: I can make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>A2:</p>	<p>A1: I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of</p>	<p>A1: Guru Amrit Khalsa Karah Prashad 5 Ks Kirpan Kesh Kara Kangha</p>	<p>Sp1: I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p>	<p>Sp1: I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p>	<p>Sp1: Guru Granth Sahib Guru Nanak Khalsa</p> <p>Sp2: Holy Week Pilate</p>	<p>Su1: I can describe how different practices enable Sikhs to show their commitment to God and understand that some</p>	<p>Su1: I can start to express what I think about the best way a Sikh could show commitment to God.</p>	<p>Su1: Guru Amrit Khalsa Karah Parshad 5 Ks Kirpan Kesh Kara Kangha</p>



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	<p>I can start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p>A2: I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p>	<p>commitment they show.</p> <p>A2: I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p>	<p>Kachera Guru Granth Sahib Langar Golden Temple of Amritsar Guru Nanak</p> <p>A2: Advent Incarnation</p>	<p>Sp2: I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p>	<p>Sp2: I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p>	<p>Herod Mount of Olives Garden of Gethsemane</p>	<p>of these will be more significant to some Sikhs than others.</p> <p>Su2: I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.</p>	<p>Su2: I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p>	<p>Kachera Guru Granth Sahib Langar Golden Temple of Amritsar Guru Nanak Sewa Gurdwara</p> <p>Su2: Ten Commandments Confirmation Lord's Prayer</p>
<p>Year Six</p>	<p>Unit outcome</p> <p>A1: What is the best way for a Muslim to show commitment to God?</p> <p>A2: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p>			<p>Unit Outcome</p> <p>Sp1: Is anything ever eternal?</p> <p>Sp2: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p>			<p>Unit Outcome</p> <p>Su1 and 2: Does belief in Akhirah (life after death) help Muslims lead good lives?</p>		
	<p>Knowledge</p> <p>A1: I can describe how different practices enable Muslims to show their commitment to God and understand that some</p>	<p>Skills</p> <p>A1: I can think of some ways of showing commitment to God that would be better than</p>	<p>Vocabulary</p> <p>A1: Five Pillars Zakah Sawm Qu'r'an Hajj</p> <p>A2: Incarnation</p>	<p>Knowledge</p> <p>Sp1: I can make links between different Christian beliefs and their views on whether anything is ever eternal.</p>	<p>Skills</p> <p>Sp1: I can reflect on my own beliefs about whether anything is eternal.</p> <p>Sp2: </p>	<p>Vocabulary</p> <p>Sp1: Agape Ten Commandments</p> <p>Sp2: Lent Ash Wednesday</p>	<p>Knowledge</p> <p>Su1: I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>Su2: </p>	<p>Skills</p> <p>Su1: I can recognise what motivates or influences me to lead a good life and compare it with what motivates and</p>	<p>Vocabulary</p> <p>Su1 and 2: Akhirah Muhammad Qu'r'an Five Pillars Jihad Ummah</p>



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	<p>of these will be more significant to some Muslims than others.</p> <p>A2: I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</p>	<p>others for Muslims</p> <p>A2: I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</p>	Crib Carols	<p>Sp2: I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p>	<p>I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>	<p>Shrove Tuesday</p> <p>Fish symbol</p> <p>CAFOD</p> <p>Ten Commandments</p>	<p>I can explain two different Muslim interpretations of Jihad.</p>	<p>influences Muslims.</p> <p>Su2: I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>	
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