










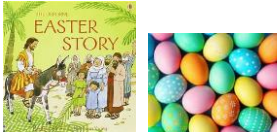










## Religious Education Overview and Intent



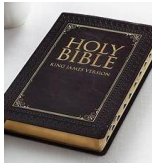


The R.E. curriculum for Reception, KS1 and KS2, follows the Barnet Agreed Syllabus 2025. This scheme reflects the religious diversity of Barnet. The syllabus is based on the work of Ann Taves. It asks six questions about life that are believed to be asked by all groups of people. The curriculum aims to build pupils' knowledge and understanding of these six questions from the perspectives of different religions and worldviews. The learning objectives have been sequenced to make learning relevant and accessible to pupils. The knowledge and skills learnt in each year group builds upon pupils previous learning. The religions studied include the main religions and views of our school community. Pupils will study these alongside other religions and views (such as Judaism and non-religious views) that reflect the broader community in Barnet. By learning about how different groups interpret each question pupils develop empathy and understanding of others. This allows them to be informed citizens of our diverse and rich culture. As well as this, pupils are asked to reflect upon how the 'big questions' relate to them and their views and beliefs.



<p><b>Reception</b></p> <p><i>Religions studied Christianity</i></p> <p><i>(and other world views in the class)</i></p>	<p><b>BQ1 What is Real?</b> <i>What is real?</i></p> <ul style="list-style-type: none"> <li>Know that there are real and important things that cannot be seen (e.g. the air in a balloon, wind)</li> <li>Talk about how some people believe in a higher being or God that cannot be seen</li> </ul>  <ul style="list-style-type: none"> <li>Listen to stories that explore the idea of believing in a higher being or God e.g. Noah's Ark</li> <li>Talk about things that are important to them but cannot be seen. (e.g.</li> </ul>	<p><b>BQ2 Where do we come from?</b> <i>How did we get here? Where is here?</i></p> <ul style="list-style-type: none"> <li>Talk about what they can see or know about in the natural world e.g. trees, flowers, animals, mountains</li> </ul>  <ul style="list-style-type: none"> <li>Explore different beliefs of where natural things come from</li> <li>Talk about where they think these things come from</li> </ul>	<p><b>BQ3 How do we know?</b> <i>How do we know about ourselves and the world?</i></p> <ul style="list-style-type: none"> <li>Name artefacts from different religions and world views e.g. object, clothing, food</li> </ul>  <ul style="list-style-type: none"> <li>Ask questions about artefacts from different religions and worldviews</li> <li>Explore different ways of finding answers to questions about artefacts. (e.g. asking a person, books, etc.)</li> <li>Talk about what objects are special to them and why.</li> </ul>	<p><b>BQ4 What is our situation?</b> <i>Who are we?</i></p> <ul style="list-style-type: none"> <li>Talk about things that are special to them e.g. people, objects, books and places</li> <li>Identify groups they belong to e.g. family, school</li> <li>Talk about how belonging to different groups makes them feel</li> <li>Talk about different characters perspectives when reading stories</li> </ul> 	<p><b>BQ5 What is our goal?</b> <i>What is good?</i></p> <ul style="list-style-type: none"> <li>Know the class rules and why we have them</li> <li>Listen to stories, including religious stories, that talk about how we should treat each other e.g. sharing, kindness</li> </ul>  <ul style="list-style-type: none"> <li>Talk about how they show kindness to others</li> </ul>	<p><b>BQ6 How do we get there?</b> <i>How should we act?</i></p> <ul style="list-style-type: none"> <li>Explore and talk about a journey e.g. going from home to school, holidays</li> </ul>  <ul style="list-style-type: none"> <li>Listen to stories, including religious stories, that show that; sharing, caring and kindness are important behaviours</li> <li>Talk about how they show kindness and caring in the classroom</li> </ul>
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	love, friendship, feelings					
<p><b>Year 1</b></p> <p><i>Religions studied Christianity and Islam (and other world views)</i></p>	<p><b>BQ1 What is Real?</b> <i>What exists?</i></p> <ul style="list-style-type: none"> <li>Name things that exist but we cannot see e.g. love, feelings, kindness</li> </ul>  <ul style="list-style-type: none"> <li>Know some people believe in a 'higher being' that cannot be seen</li> <li>Know some Christian people believe in God and call him Jesus</li> </ul>  <ul style="list-style-type: none"> <li>Explore what Christians believe God is like</li> </ul>	<p><b>BQ2 Where do we come from?</b> <i>How did we get here? Where is here?</i></p> <ul style="list-style-type: none"> <li>Talk about what they know about the natural world e.g. mountains, oceans, animals</li> </ul>  <ul style="list-style-type: none"> <li>Discuss things they have created and how they felt after making it e.g. proud, that it should be treated carefully</li> <li>Know the Christian story of creation</li> <li>Know the Muslim story of creation</li> <li>Know the Jewish story of creation</li> </ul>  <ul style="list-style-type: none"> <li>Reflect on these stories e.g. what is</li> </ul>	<p><b>BQ3 How do we know?</b> <i>How do we know about ourselves and the world?</i></p> <ul style="list-style-type: none"> <li>Talk about objects that are special to them</li> <li>Name artefacts from different religions and worldviews</li> <li>Ask questions about artefacts from different religions and worldviews.</li> <li>Explore different ways of finding answers to questions about the importance of artefacts to the people who use them (e.g. asking people, books, paintings)</li> </ul>  <ul style="list-style-type: none"> <li>Explain why artefacts are important to some religious people</li> </ul>	<p><b>BQ4 What is our situation?</b> <i>Who are we?</i></p> <ul style="list-style-type: none"> <li>Talk about important events (traditions, celebrations, activities) they experience with others</li> <li>Listen to the story of Easter</li> </ul>  <ul style="list-style-type: none"> <li>Describe how some Christian people celebrate Easter</li> <li>Explore that Easter may be celebrated in different ways</li> <li>Describe how some Muslim people celebrate Eid</li> </ul> 	<p><b>BQ5 What is our goal?</b> <i>What is good?</i></p> <ul style="list-style-type: none"> <li>Listen to Christian stories about kindness e.g. The Good Samaritan</li> <li>Listen to Muslim stories about kindness e.g. The Crying Camel</li> <li>Listen to Jewish stories about kindness e.g. The story of Rebecca</li> <li>Explore the idea of the Golden Rule</li> </ul> 	<p><b>BQ6 How do we get there?</b> <i>How should we act?</i></p> <ul style="list-style-type: none"> <li>Explore the ideas of love and kindness in Christian stories e.g. 'The Good Samaritan', Jesus heals the Sick</li> </ul>  <ul style="list-style-type: none"> <li>Explore the ideas of love and kindness in Muslim stories e.g. The Crying Camel, The Prophet and the Ants</li> <li>Talk about why good, loving and kind behaviours are important</li> </ul>

	<ul style="list-style-type: none"> <li>• Know some Muslim people believe in one God call him Allah</li> <li>• Explore what some Muslim people believe God is like</li> <li>• Talk about their own ideas about whether a higher being exists or not</li> </ul>	<p>God telling us in these stories? How should treat the world? What would you ask the someone about the world they created?</p> <ul style="list-style-type: none"> <li>• Talk about their own ideas about how the world was created</li> </ul>	<ul style="list-style-type: none"> <li>• Can reflect on the different meanings that religion and worldviews may give to an artefact e.g. different stories/meanings given to symbols of light</li> </ul> 	<ul style="list-style-type: none"> <li>• Explore that Eid may be celebrated in different ways</li> <li>• Explain why celebrations are important to people</li> </ul>		
<p><b>Year 2</b></p> <p><i>Religions studied Christianity and Islam (and other world views)</i></p>	<p><b>BQ1 What is Real? What exists?</b></p> <ul style="list-style-type: none"> <li>• Explore the idea of 'faith' as believing in something that you can't see</li> <li>• Know that some people have a faith and believe in things that cannot be seen</li> <li>• Know that some people believe in miracles and extraordinary events</li> <li>• Listen to stories about miracles</li> </ul>	<p><b>BQ2 Where do we come from? How did we get here? Where is here?</b></p> <ul style="list-style-type: none"> <li>• Recall the Christian, Muslim and Jewish stories of creation</li> <li>• Compare these stories of creation</li> <li>• Describe how humanists believe the world began</li> </ul>  <ul style="list-style-type: none"> <li>• Know stories from around the world about how the</li> </ul>	<p><b>BQ3 How do we know? How do we know about ourselves and the world?</b></p> <ul style="list-style-type: none"> <li>• Discuss that different people might see things in different ways</li> <li>• Discuss what they think is true and what they think is false. Know that people's interpretations may differ</li> <li>• Discuss that symbols or stories can have religious meaning for some and not for</li> </ul>	<p><b>BQ4 What is our situation? Who are we?</b></p> <ul style="list-style-type: none"> <li>• Name different groups within school e.g. School Council, Eco Council, Rights Champions</li> <li>• Name about different groups in the wider community e.g. sports groups, religions, family, Scouts,</li> </ul> 	<p><b>BQ5 What is our goal? What is good?</b></p> <ul style="list-style-type: none"> <li>• Discuss who looks after them and who they might look after e.g. family, pets</li> <li>• Explore Christian examples of love/caring e.g. the Good Samaritan story, first commandment</li> </ul> 	<p><b>BQ6 How do we get there? How should we act?</b></p> <ul style="list-style-type: none"> <li>• Explain what charity is and name some examples of charities</li> <li>• Explore Christian views on charity and how these are put into practice e.g. Harvest festival</li> </ul>  <ul style="list-style-type: none"> <li>• Explore Muslim views on charity</li> </ul>

	<p>e.g. the Feeding of the 5000, the Parting of the Red Sea and discuss why some people believe it is real and some may not</p>  <ul style="list-style-type: none"> <li>• Talk about whether they think things can be real even if we can't see them</li> </ul>	<p>world began e.g. Native American</p>  <ul style="list-style-type: none"> <li>• Reflect on these beliefs e.g. Why is it important to learn about different stories? How might they influence people's behaviour</li> <li>• Share their ideas about how the universe might have begun</li> </ul>	<p>others e.g. a cross, crescent and moon</p> <ul style="list-style-type: none"> <li>• Talk about people and places they find out information (e.g. family, friends, books)</li> </ul> 	<ul style="list-style-type: none"> <li>• Can sort groups into religious and non-religious groups</li> <li>• Discuss reasons why people belong to different groups e.g. how it makes them feel</li> <li>• Discuss how belonging to a group may make them different to others</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to Muslim examples of love/caring e.g. the story Be My Guest</li> <li>• Discuss other examples of love/caring e.g. Shabbatt (Judaism) Langar (Sikhism)</li> </ul>  <ul style="list-style-type: none"> <li>• Reflect on who loves and cares for them e.g. friends, family</li> </ul>	<p>and how these are put into practice e.g. Zakat</p> <ul style="list-style-type: none"> <li>• Explore Jewish views on charity and how these are put into practice e.g. Tzedakah</li> </ul>  <ul style="list-style-type: none"> <li>• Discuss how these actions make people feel e.g. leading a good life, following God's wishes</li> <li>• Reflect on how they help people and how this makes them feel</li> </ul>
<p><b>Year 3</b></p>	<p><b>BQ1 What is Real?</b> <i>What exists?</i></p> <ul style="list-style-type: none"> <li>• Know that some people believe in Angels</li> </ul>	<p><b>BQ2 Where do we come from?</b> <i>How did we get here?</i> <i>Where is here?</i></p> <ul style="list-style-type: none"> <li>• Can recall similarities between Christian,</li> </ul>	<p><b>BQ3 How do we know?</b> <i>How do we know about ourselves and the world?</i> <i>What is true and what is false?</i></p> <ul style="list-style-type: none"> <li>• Discuss different ways people find out</li> </ul>	<p><b>BQ4 What is our situation?</b> <i>Who are we?</i></p> <ul style="list-style-type: none"> <li>• Know what a belief or opinion is</li> <li>• Talk about where they get their</li> </ul>	<p><b>BQ5 What is our goal?</b> <i>How do we live a good life?</i></p> <ul style="list-style-type: none"> <li>• Explore Christian teachings on how to live a</li> </ul>	<p><b>BQ6 How do we get there?</b> <i>What do we need to do to reach the goal?</i></p> <ul style="list-style-type: none"> <li>• Describe the Christian</li> </ul>

Christianity,  
Islam,  
Hinduism

(and other  
world  
views)



- Explore how Angels are represented in Christianity e.g. messenger
- Explore how Angels are represented in Islam e.g. messengers, guidance
- Know people have different understanding of angels e.g. as messengers, angels of love and peace, angels of protection, acting out God's will
- Explore the idea of Deities in Hinduism



Islamic and Jewish stories of creation

- Know the Hindu belief about the beginning of the world e.g. Brahma creating the world



- Know stories from around the world about how the world began e.g. Aboriginal stories,



- Reflect on different views about how the world began and share their personal views

about religious beliefs or values from their community e.g. family, role models in the community



- Learn about different beliefs and values from religions and world views (Christian, Hinduism, Islam)
- Talk about similarities and differences between different religions and worldviews
- Discuss how they have developed their own religion and worldviews from their family and community

beliefs and opinions from e.g. family, friends, experiences

- Explain how beliefs may influence our choices
- Discuss the different beliefs and choices in our class

good life e.g. the Ten Commandments



- Explore Muslim teachings on how to lead a good life e.g. the Five Pillars



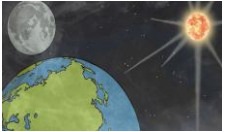








- Explore the Hindu teachings on how to lead a good life e.g. Dharma, Reincarnation, Moksha
- Reflect and describe how they could put the rules and teachings into practice at school/home/in the community



pilgrimage of Walsingham

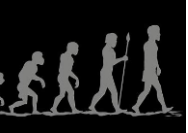


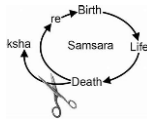


- Explain how it helps Christian people stay on their path
- Describe the Muslim pilgrimage Hajj
- Explain how it helps Muslim people stay on their path







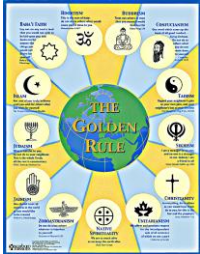



- Discuss if going on a Pilgrimage is necessary to remain on the right path in life
- Reflect on a personal journey that has been important to them and explain why e.g. visiting family abroad, learning a new skill

	<ul style="list-style-type: none"> <li>Discuss if divine beings (e.g. God angels, Deities) exist even if we can't see them</li> </ul>					
<p><b>Year 4</b></p> <p><i>Christianity, Islam, Hinduism</i></p> <p><i>(and other world views)</i></p>	<p><b>BQ1 What is Real?</b> <i>What is the ultimate reality? If there is a God what is their nature?</i></p> <ul style="list-style-type: none"> <li>Explore the idea of ultimate reality e.g. what everything comes from and what makes everything possible</li> <li>Discuss ideas of a God e.g. loving, guiding, knowledgeable, protective</li> <li>Explore religious ideas of the nature of God e.g. one God, eternal, all loving, all knowing, all powerful (<i>Christianity,</i></li> </ul>	<p><b>BQ2 Where do we come from?</b> <i>How did we get here? Where is here?</i></p> <ul style="list-style-type: none"> <li>Recall the Hindu story of creation story</li> <li>Explore the Hindu belief Trimurti</li> <li>Explore the Sikh story of creation</li> </ul>  <ul style="list-style-type: none"> <li>Compare the Dharmic beliefs (Sikh, Hindu) of creation to Abrahamic views (Christian, Islamic, Jewish) e.g. one god/many gods created the world, sequence/ un-sequenced, linear/ cyclical reincarnation</li> </ul>	<p><b>BQ3 How do we know?</b> <i>How do we know about ourselves and the world? What is true and what is false?</i></p> <ul style="list-style-type: none"> <li>Learn the name of religious books and how people learn information/truth from them e.g. religious stories and morals</li> </ul>   <ul style="list-style-type: none"> <li>Explore how moral stories may be interpreted in different ways within a religion</li> <li>Know about rituals and how they connect to beliefs</li> </ul>  <ul style="list-style-type: none"> <li>Explore how a belief may be expressed in</li> </ul>	<p><b>BQ4 What is our situation?</b> <i>Who are we?</i></p> <ul style="list-style-type: none"> <li>Name things that may influence their view e.g. family, friends, experiences</li> <li>Identify the religious groups within our school</li> <li>Explore the religious views of Christianity know there are differences within the religion</li> </ul>   <ul style="list-style-type: none"> <li>Explore the religious views of Islam and know there are differences within the religion</li> </ul>	<p><b>BQ5 What is our goal?</b> <i>What is good and what is bad/bad?</i></p> <ul style="list-style-type: none"> <li>Explore the idea of good and bad choices through religious stories e.g. Adam and Eve (Christian) Rama and Sita (Hinduism), The story of Hannukah (Judaism)</li> </ul>   <ul style="list-style-type: none"> <li>Discuss the good and bad choices in these stories and explain if they would make the same choice</li> <li>Suggest alternative</li> </ul>	<p><b>BQ6 How do we get there?</b> <i>What do we need to do to reach the goal?</i></p> <ul style="list-style-type: none"> <li>Explore the story of the Last Supper</li> </ul>  <ul style="list-style-type: none"> <li>Explore the story of Diwali</li> <li>Explore the story of Hannukah</li> <li>Discuss how the symbols in the stories help people stay on the right path</li> <li>Discuss examples of commitment and loyalty in these stories and how these help people stay on the right path</li> </ul>

	<p><i>Islam, and Judaism)</i></p> <ul style="list-style-type: none"> <li>Describe how these perceptions of God impact how people live their lives e.g. prayer, diet, Zakat</li> <li>Reflect on personal views and questions about the nature of God</li> </ul>	<ul style="list-style-type: none"> <li>Can reflect and explain their views on how the universe began</li> </ul>	<p>a different way within a religion e.g. how rituals may vary between families</p> <ul style="list-style-type: none"> <li>Learn about places of worship and how they affirm beliefs</li> </ul>  <ul style="list-style-type: none"> <li>Discuss how it may not be possible to know everything</li> </ul>	<ul style="list-style-type: none"> <li>Discuss similarities and differences between these religions</li> </ul>  <ul style="list-style-type: none"> <li>Reflect on how people with different views can be friends and live together in a community</li> </ul>	<p>choices/endings for these stories</p>	<ul style="list-style-type: none"> <li>Reflect on how they show commitment and loyalty in their own lives e.g. working hard at school</li> </ul>
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<p><b>Year 5</b></p> <p><i>Christianity, Islam, Hinduism</i></p> <p><i>(and other world views)</i></p>	<p><b>BQ1 What is Real?</b> <i>What is the ultimate reality? If there is a God what is their nature?</i></p> <ul style="list-style-type: none"> <li>• Explore the idea of ultimate reality e.g. what everything comes from and what makes everything possible</li> <li>• Recall Abrahamic ideas of God (Christianity, Islam and Judaism)</li> <li>• Explore different ideas of a higher being e.g. dualistic (<i>Hindu viewpoint</i>)</li> <li>• Describe how these perceptions of God impact how people live their lives e.g. prayer, kindness,</li> <li>• Reflect on personal views</li> </ul>	<p><b>BQ2 Where do we come from?</b> <i>How did we get here? Where is here?</i></p> <ul style="list-style-type: none"> <li>• Describe a non-religious view of how the world began e.g. humanism</li> <li>• Explain scientific explanations of the creation of the world evolution e.g. the Big Bang, evolution</li> </ul>  <ul style="list-style-type: none"> <li>• Share their opinions on how the world began and give reasons or justification for their view</li> </ul>	<p><b>BQ3 How do we know?</b> <i>How do we know about ourselves and the world? What is true and what is false?</i></p> <ul style="list-style-type: none"> <li>• Discuss how a non-religious view decides what is real/truthful e.g. texts, teachings, community and conversations, experiences</li> <li>• Explore that there may be different perspectives and interpretations</li> <li>• Discuss how it may not be possible to know everything</li> </ul>	<p><b>BQ4 What is our situation?</b> <i>Who are we?</i></p> <ul style="list-style-type: none"> <li>• Identify the religions and worldviews within our local community (Barnet)</li> </ul>  <ul style="list-style-type: none"> <li>• Explore the religious views of Hinduism and know there are differences within the religion</li> </ul>  <ul style="list-style-type: none"> <li>• Explore the religious views of Judaism and know there are differences within the religion</li> <li>• Identify a local issue (e.g. poverty homelessness, hunger) and how it affects people</li> </ul>	<p><b>BQ5 What is our goal?</b> <i>What do we want to achieve?</i></p> <ul style="list-style-type: none"> <li>• Discuss why people follow rules e.g. to live in harmony and the 'ultimate goal'</li> <li>• Explain the 'ultimate goal' in Christianity e.g. heaven</li> <li>• Explain the 'ultimate goal' in Hinduism e.g. Moksha</li> </ul>  <ul style="list-style-type: none"> <li>• Explain the 'ultimate goal' in Humanism e.g. to make this world a better place</li> </ul>  <ul style="list-style-type: none"> <li>• Explain how the idea of an</li> </ul>	<p><b>BQ6 How do we get there?</b> <i>What do we need to do to reach the goal?</i></p> <ul style="list-style-type: none"> <li>• Retell the life stories Jesus; Prophet Muhammed (PBUH) and Buddha discuss how they were teachers and stayed on their paths despite facing difficult times</li> </ul>  <ul style="list-style-type: none"> <li>• Explain how Jesus' teachings (the Ten Commandments) help Christians stay on the right path</li> <li>• Explain how Prophet Muhammed's</li> </ul>
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	<p>and questions about the nature of God</p>			<ul style="list-style-type: none"> <li>• Understand how the religions or views studied might respond to the issue</li> <li>• Explain how beliefs guide responses</li> <li>• Reflect on how different religions and shared beliefs contribute to communities</li> </ul>	<p>'ultimate goal' may influence decisions and behaviour</p> <ul style="list-style-type: none"> <li>• Reflect on their own 'ultimate goal' and how this may influence their choices and behaviour</li> </ul>	<p>(PBUH) teachings (the 5 Pillars of Islam) help Muslims stay on the right path</p> <ul style="list-style-type: none"> <li>• Explain how Buddha's teachings (the Eightfold Path help Buddhists to stay on the right Path</li> </ul>  <ul style="list-style-type: none"> <li>• Reflect on who they would turn to for advice and support and why they would choose that person</li> </ul>
<p><b>Year 6</b></p> <p><i>Christianity, Islam, Hinduism</i></p>	<p><b>BQ1 What is Real?</b> <i>What is real? What exists?</i></p> <ul style="list-style-type: none"> <li>• Explore the idea of ultimate reality e.g. what everything comes from and what makes</li> </ul>	<p><b>BQ2 Where do we come from?</b> <i>How did we get here? Where is here?</i></p> <ul style="list-style-type: none"> <li>• Explore Paley's Watch analogy and consider the ideas of a cosmic plan and cosmic</li> </ul>	<p><b>BQ3 How do we know?</b> <i>How do we know about ourselves and the world? What is true and what is false?</i></p> 	<p><b>BQ4 What is our situation?</b> <i>Who are we?</i></p> <ul style="list-style-type: none"> <li>• Identify the religions and worldviews in the UK</li> <li>• Identify a global issue (e.g. poverty)</li> </ul>	<p><b>BQ5 What is our goal?</b> <i>What do we want to achieve?</i></p> <ul style="list-style-type: none"> <li>• Revisit rules and teachings of worldviews that help people live a good life</li> </ul>	<p><b>BQ6 How do we get there?</b> <i>What do we need to do to reach the goal?</i></p> <ul style="list-style-type: none"> <li>• Recall practices actions and behaviours that help people stay on their path e.g.</li> </ul>

<p><i>(and other world views)</i></p>	<p>everything possible</p> <ul style="list-style-type: none"> <li>Recall Abrahamic and Dharmic views of God and higher beings</li> <li>Explore other views of what exists and what is real e.g. humanism, Science (what can be observed, measure, tested through the senses)</li> <li>Consider and summarise the arguments about what exists and what is real</li> <li>Talk about their own view of what exists and what is real</li> </ul>	<p>designer (a higher being)</p>  <ul style="list-style-type: none"> <li>Discuss how religious views may consider Paley's watch analogy when explaining the creation of the Universe e.g. who the designer/creator was</li> <li>Discuss the idea that the universe may have come into existence by chance without a creator or cosmic designer (e.g. the Big Bang theory, evolution, Humanist view)</li> <li>Share their opinions on the universe being designed or created by chance and give reasons or justification for their view</li> </ul>	<ul style="list-style-type: none"> <li>Retell the story of Plato's Cave</li> <li>Explore themes of the story; illusions, false reality, fear of the unknown, truth and enlightenment</li> <li>Discuss how this may apply to their lives</li> </ul>	<p>and how it effects people</p> <ul style="list-style-type: none"> <li>Understand how religions and non-religious groups might respond to the issue</li> <li>Explain their world view (religious or non-religious) on the issue studied</li> <li>Reflect on how we live together as global citizens when we may have a different religion and worldview</li> </ul> 	<ul style="list-style-type: none"> <li>Discuss similarities and differences including 'the Golden Rule'</li> </ul>  <ul style="list-style-type: none"> <li>Know that all people have rights, responsibilities and Human Rights to enable everyone to live a good life</li> <li>Identify Christian responses to food, poverty, homelessness (Article 27)</li> <li>Identify Muslim responses to food, poverty, homelessness (Article 27)</li> <li>Identify Hindu responses to food, poverty,</li> </ul>	<p>morals, pilgrimages, worship</p> <ul style="list-style-type: none"> <li>Explore the idea that people may take diverse paths and discuss why different paths may be chosen</li> </ul>    <ul style="list-style-type: none"> <li>Discuss that although people may take different paths, they often share the same values e.g. the Golden Rule</li> <li>Reflect on the rules, actions and behaviours they value and would include in their own 'Golden Rule' list</li> </ul>
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					<p>homelessness (Article 27)</p> <ul style="list-style-type: none"><li>• Explain how these actions demonstrate their commitment to living a good life</li><li>• Identify ways they help others (in relation to Article 27) e.g. donate to foodbanks, clothes banks, give to charity</li></ul>	
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