



Heatherside Junior School – Religious Education

INTENT

At Heatherside Junior School, we are committed to fostering confident, independent, and valued learners through our Religious Education (RE) curriculum. We follow the Living Difference IV syllabus, the agreed framework for RE in Hampshire. As children progress through each unit, they develop key learning skills, which include **communicating, applying, inquiring, contextualising, and evaluating**. Over their time at Heatherside, children explore Christianity, Judaism, and Islam, with a particular focus on Sikhism through a special RE day each year. They also revisit Hinduism, a key focus of our link Infant School and Buddhism. They also engage in discussions about key religious festivals and events during assemblies. All of this enables them to gain a deeper understanding of religious beliefs, practices and world views.

We encourage children to ask questions, share personal experiences, and respect the diverse beliefs of others. By examining the different ways people view the world through the lens of religion, children will develop a greater respect for diversity while recognising common values shared across faiths. They will build confidence in expressing their views, take responsibility for understanding different perspectives, and become more independent thinkers in their journey of religious learning.

IMPLEMENTATION

- Planning follows the structure of the Living Difference IV Syllabus and incorporates resources from HIAS to ensure a broad, engaging, and thoughtful RE experience.
- Units of learning are carefully sequenced to build on prior knowledge including from our link Infant School and develop key concepts progressively over time.
- Through a clear teaching cycle, children are supported to understand the key skills of each lesson, enabling them to develop both their knowledge and understanding of religious concepts.
- Children use their personal experiences as a starting point for learning and engage in religious contexts, communicating and evaluating what they have learned with respect for the beliefs of others.
- In Years 3 and 4, the emphasis is on '**describing**' religious concepts, while in Years 5 and 6, it shifts to '**explaining**' these concepts. Learning intentions are structured to support children in developing these skills.
- A wide range of resources are used to captivate children's interest, including Active Inspire notebooks, video clips, Bible story animations, first-hand peer experiences, photographs, and religious artefacts.
- Enrichment opportunities, such as visits to local places of worship, visitors to school, and links with our local church, provide further opportunities for learning.
- The learning outcomes vary from; written work, discussion, drama to art activities to help bring religious stories and concepts to life.

IMPACT

Children at Heatherside Junior School will emerge as confident, respectful, and inquisitive learners. They will have developed the independence to ask thoughtful questions, engage in meaningful discussions, and share their experiences with respect for diverse viewpoints. Through their religious education, children will recognise and appreciate the different beliefs people hold, while confidently articulating the main beliefs and practices of the religions they have studied. They will take responsibility for their own learning and be valued contributors to a respectful and open community.

Heatherside Junior School RE Learning Journey

Start here

Year 3

Sukkot

Angels

RE Day -
The
Gurus

Symbolic
Food

Making
Choices

Easter

Prayer

Year 4

Christian Miracle
Stories

Symbol Hannukah

Identity - RE
Day Baisakhi

Raksha Bandan
Protection

Neighbour

Sacred
Text

Passover
and Moses

Year 5

Belonging

Warning

RE Day - How
do Gurus show
wisdom?

Community
- Umma

Ritual - The
Paschal Candle

Interpretation -
The two birth
narratives

The Messages
of Jesus -
Parables

Year 6

Sacred
Places

Stories of
Justice

RE Day -
Service in the
Sikhi faith

Muhammad and
the Quran

Easter - What
happened next?






















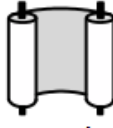








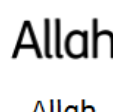

Wesak
Enlightenment

Rites of Passage

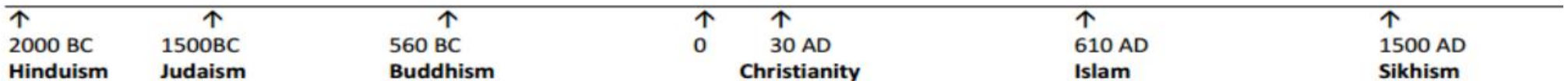
Forward to

Golden Threads - Belonging Special Love Community

Heatherside Juniors RE Knowledge Organiser

World Religion	 Christianity	 Buddhism	 Sikhism	 Judaism	 Islam	 Hinduism
Name of follower	 Christian	 Buddhist	 Sikh	 Jew	 Muslim	 Hindu
Place of worship	 Church	 Temple	 Gurdwara	 Synagogue	 Mosque	 Mandir
Sacred text	 Bible	 Tripitaka	 Guru Granth Sahib	 Torah	 Qur'an	 Vedas
Important person / founder / God	 God  Jesus Christ	 Buddha	 Guru Nanak	 G-d  Abraham	Allah  Allah  Mohammad (pbuh)	NONE Many Deities

Timeline of religions (all dates approximate)



Heatherside Junior School RE Progression of Skills

Through the teaching of RE, children will develop a mastery of the following skills linked into the cycle of inquiry:

- **Communicate** - children will be introduced to a concept and will be invited to share their experiences in different ways.
- **Apply** - they will become aware of the experience of others, starting with others in their own classes.
- **Inquire** - children will engage with the dimensions, manifestations, words and concepts of religious traditions and practices.
- **Contextualise** - children will be able to put the concept into the context of one or two religions so that children understand the lived experience of what it means to live a life with a religious or other orientation.
- **Evaluate** - this is where children will begin to discern value in two ways. First, they understand how people are affected by living within the concepts studied. Second, they will begin to discern how the material encountered might matter in their own lives.

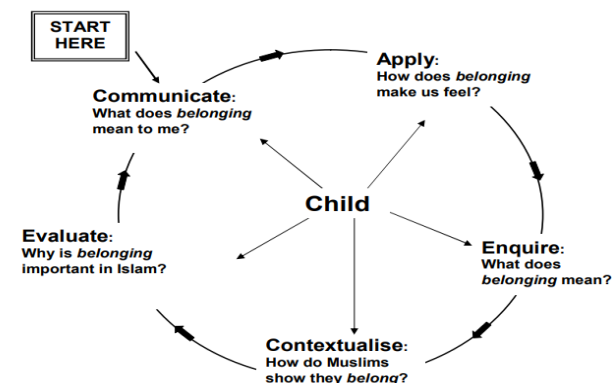
Develop knowledge of the characteristic features of rituals, practices, ideas, attitudes and beliefs of men, women and children in the following religions -

- Christianity
- Islam
- Judaism
- Sikhism
- Hinduism
- Buddhism

Develop an understanding of the following through looking at a variety of concepts (by following the cycle of inquiry and through assemblies):

- Religious rituals
- Religious celebrations and ceremonies
- Religious traditions and stories
- Religious beliefs
- Places of Worship

Living Difference Cycle of Enquiry Model



Example of a Cycle of Enquiry from Year 5

Golden Threads

In RE there are four golden threads that we will look at multiple times while you are at junior school.

Belonging
Special
Love
Community

These words are important in RE as they overlap in lots of the topics we cover. Try to think how these words can be applied to the units we cover.

Heatherside Junior School Progression of Skills for Religious Education - Disciplinary Skills

	Year 3	Year 4	Year 5	Year 6
Communicate	Children can express creatively and begin to describe their responses to their own experiences of the concepts introduced	Children can express creatively as well as describe their responses to their own experiences of the concepts introduced.	Children are beginning to respond creatively as well as beginning to explain their responses to their own experience in response to concepts explored.	Children can respond creatively as well as explain their responses to their own experience in response to concepts explored.
Apply	Children can recognise and begin to describe how their responses relate to events in their own lives.	Children can recognise and describe how their responses relate to events in their own lives.	Children are beginning to explain some examples of how their responses relate to events in their own and other people's lives.	Children can explain some examples of how their responses relate to events in their own and other people's lives.
Inquire	Children can begin to accurately describe what has been taught about the meaning of concepts and how these are common to most people. (A and B concepts)	Children can accurately describe what has been taught about the meaning of concepts and how these are common to most people. (A and B concepts)	Children are starting to accurately explain meanings of concepts/words in traditions encountered and studied. (A and B concepts. Children can also describe some concepts related to a specific religious study C concepts)	Children can accurately explain meanings of concepts/words in traditions encountered and studied. (A and B concepts. Children can also describe some concepts related to a specific religious study C concepts)
Contextualise	Children can begin to accurately describe some variations in ways in which the concept is shown in the lives of people encountered and studied.	Children can accurately describe some variations in ways in which the concept is shown in the lives of people encountered and studied.	Children are starting to accurately explain the way the concepts/words in the traditions encountered and studied, impact the lives of those in the traditions with some examples.	Children can accurately explain the way the concepts/words in the traditions encountered and studied, impact the lives of those in the traditions with examples.
Evaluate	Children can identify and begin to describe something of value of the concept in the lives in those living in the traditions encountered and studied as well as recognising some of the issues this might raise.	Children can identify and describe something of value of the concept in the lives in those living in the traditions encountered and studied as well as recognising some of the issues this might raise.	Children can identify the value of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise.	Children can identify the value of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise. They also can identify possible value in the concepts/words for their own lives and communities

Heatherside Junior School Progression of Skills - Substantive Knowledge and Long-Term Plan

YEAR 3

Topic	Sukkot	Angels	Prayer	Symbol of the Cross - Including trip to Fleet Methodist Christianity	Making Choices	Symbolic Food	The Gurus R.E Day
Main focus Religion	Judaism	Christianity	Christianity & Judaism	Christianity	Christianity	Christianity & Judaism	Sikhism
Golden Thread	SPECIAL	SPECIAL	BELONGING	LOVE	COMMUNITY	COMMUNITY	SPECIAL
Concept	Concept A: Thanking	Concept B: Angels	Concept A: Communication	Concept: Sacrifice	Concept A: Temptation	Concept B: Symbol	Concept: Special people
Substantive Knowledge	<p>Step 1 creatively express and describe their own responses to rituals in their experience</p> <p>Step 2 describe how their responses to rituals can be applied to others' lives.</p> <p>Step 3 describe the meaning of ritual</p> <p>Step 4 describe the rituals practised by Jews during Sukkot</p> <p>Step 5 discern the significance of ritual by describing the value of the Sukkot rituals for Jews and by reflecting on this for themselves.</p>	<p>Step 1 describe their own responses to angels.</p> <p>Step 2 describe examples of how their responses to angels can be applied to their and others' lives.</p> <p>Step 3 describe the meaning of angels.</p> <p>Step 4 describe how angels are used in the stories of the birth of Jesus.</p> <p>Step 5 evaluate the importance of angels by describing their value to Christians and by identifying an issue raised.</p>	<p>Step 1 describe the meaning of communication</p> <p>Step 2 describe how and why Christians and Jews communicate with God through prayer</p> <p>Step 3 Evaluate the importance of prayer to Christians and Jews</p> <p>Step 4 describe their own response to the idea of communication</p> <p>Step 5 describe how communication affects their life and the lives of others</p>	<p>Step 1 Children can accurately describe what a symbol is.</p> <p>Step 2 Children can accurately describe how different crosses have different meanings.</p> <p>Step 3 Children can discern and describe the value of a symbol to Christians and the possible value for themselves and others</p> <p>Step 4 Children can express creatively as well as describe a personal response to the concept of a symbol.</p>	<p>Step 1 describe what temptation means</p> <p>Step 2 describe how Christians believe that Jesus was tempted</p> <p>Step 3 describe why it is/is not important for Christians and Jews to recognise the role of temptation</p> <p>Step 4 describe how they feel when they are tempted</p> <p>Step 5 describe situation when people might be tempted. Consider moral dilemmas.</p>	<p>Step 1 Recap Describe what people mean by "symbol"</p> <p>Step 2 Describe particular foods which are important to Christians and Jews</p> <p>Step 3 Evaluate the importance of symbolic foods by saying how people might feel if they were unable to obtain the foods</p> <p>Step 4 Describe their experiences of eating and sharing symbolic foods</p> <p>Step 5 Describe how eating symbolic foods</p>	<p>Step 1 talk about their own response to the concept of specialness in relation to clothes</p> <p>Step 2 identify simple examples of how and why clothes can be special to themselves and others</p> <p>Step 3 identify and talk about the meaning of specialness</p> <p>Step 4 recognise ways in which the 5 Ks are special to Sikhs</p> <p>Step 5 talk about the value of these</p>

				Step 5 Children can recognize and describe how the concept can be applied in their own and others' lives.		affects their own and others' lives	special clothes to Sikhs.
Assessment Focus	<p>Contextualise</p> <p>To begin to describe the ways in which Jewish people thank God and celebrate during Sukkot.</p>	<p>Inquire</p> <p>To begin to describe the possible roles, characters and origins of angels, with reference to the Christmas story.</p>	<p>Evaluate</p> <p>To begin to describe why prayer and communication with God is important to religious believers by studying prayers which are central to Christian and Jewish worship.</p>	<p>Communicate</p> <p>To begin to describe their own responses to the idea of changing emotions.</p>	<p>Apply</p> <p>To begin to describe situation(s) when someone might face temptation and identify the possible thoughts and feelings involved.</p>	<p>Evaluate</p> <p>To begin to describe celebrations which are symbolic for Christians (Holy Communion) and Jews (Shabbat meal) and the symbolism of the food which is involved in these occasions.</p>	<p>Inquire</p> <p>To begin to describe how the Sikh Gurus are special.</p>

YEAR 4

Topic	Christian Miracle Stories	Hannukah	Passover and Moses	Sacred Text	Who is my neighbour?	Raksha Bandan	Identity - Baisakhi
Main focus Religion	Christianity	Judaism	Judaism	Judaism	Christianity	Hinduism	R.E Day
Golden Thread	SPECIAL		COMMUNITY	BELONGING	COMMUNITY	LOVE <i>(New for 25)</i>	Sikhism BELONGING
Concept	Concept C: Jesus as Divine	Concept: Symbol	Concept A: Freedom	Concept C: Authority and the Torah	Concept A: Neighbour	Concept: Protection	Concept: Identity
Substantive Knowledge	<p>Step 1 recognise and discuss ideas about the concept of divine</p> <p>Step 2 describe in simple terms some of the beliefs Christians have about Jesus with reference to appropriate stories.</p> <p>Step 3 Describe the value of the concept to Christians.</p> <p>Step 4 Describe their own ideas about the concept</p> <p>Step 5 Describe how the concept of "Divine" might have a role in peoples' lives.</p>	<p>Step 1 describe the concept symbol</p> <p>Step 2 describe how and why Jewish people use the symbol of the Hannukah lights</p> <p>Step 3 evaluate the concept of symbol by describing the value of the Hannukah lights to Jews and by identifying and describing an issue raised</p> <p>Step 4 describe their own responses to symbol in their experience</p> <p>Step 5 describe examples of how their responses to</p>	<p>Step 1 express creatively as well as describe their own responses and feelings to the concept of freedom</p> <p>Step 2 recognise and describe how their responses to freedom can be affected by different circumstances</p> <p>Step 3 accurately describe the meaning of freedom</p> <p>Step 4 accurately describe how freedom is expressed in Judaism</p> <p>Step 5 discern and describe the value of</p>	<p>Step 1. respond creatively and describe their own response(s) to authority in their experience</p> <p>Step 2 recognise and describe how their responses to authority relate to events in their own lives and sometimes other people's lives</p> <p>Step 3 accurately describe what has been taught about meaning of the concept authority</p> <p>Step 4. accurately describe some variations in ways in which the concept</p>	<p>Step 1: Children can accurately describe the concept of <i>neighbour</i>.</p> <p>Step 2: Children can accurately describe how <i>neighbour</i> is contextualised within Christianity.</p> <p>Step 3: Children can discern and describe the value of <i>neighbour</i> to Christians. Discern and describe the possible value for their own lives & communities.</p> <p>Step 4: Children express creatively as well as describe their</p>	<p>Step 1. Children can express creatively as well as describe a personal response to the concept of protection.</p> <p>Step 2. Children can recognize and describe how the concept can be applied in their own and others' lives.</p> <p>Step 3. Children can accurately describe what protection means.</p> <p>Step 4. Children can accurately describe how protection is expressed by Hindus in the festival of Raksha Bandhan.</p>	<p>Step 1 describe the meaning of identity</p> <p>Step 2 describe how Sikhs express their identity during the Baisakhi celebrations</p> <p>Step 3 describe the value of identity to Sikhs and describe an issue raised</p> <p>Step 4 describe their own response to identity</p> <p>Step 5 describe examples of how</p>

		symbol can be applied to their own and others' lives.	freedom to Jewish people and the possible value for themselves and their communities	authority is shown in the lives of people living in the Jewish traditions regarding the status of instructions for life in the Torah Step 5. discern and describe the value of authority for people living in the Jewish traditions. Discern and describe value of authority in their own lives and communities.	responses to <i>neighbour</i> . Step 5: Children recognise and describe how their responses to <i>neighbour</i> can be applied in their own lives and the lives of others.	Step 5. Children can discern and describe the value, for Hindus, of celebrating protection.	their response to identity affects their own and others' lives.
Assessment Focus	Contextualise Accurately describe some of the beliefs Christians have about Jesus, based upon the miracle stories.	Apply To describe and explain how symbols apply in my life and the lives' of others.	Inquire Accurately describe the meaning of <i>Freedom</i> with reference to the Jewish experience and the festival of Passover.	Evaluate To discern and describe why it is important for religious believers to feel that their sacred text holds authority for them.	Apply To recognise and describe how their response to neighbour can be applied to their lives and the lives of others.	Inquire To accurately describe what protection means.	Communicate Express creatively how they show their own identity, after discussing how the 5Ks show a Sikh's identity.

YEAR 5

Topic	What does it mean to be a Muslim today? Islam	Warning Christianity	What does it mean to be a Muslim today? Islam	Ritual Christianity & Islam	Stories of Justice Christianity, Islam & Judaism	Sacred Places Islam & Christianity	How do Gurus show wisdom? <u>R.E Day</u> Sikhism
Main focus Religion Golden Thread	BELONGING		COMMUNITY	SPECIAL		SPECIAL	
Concept	Concept A: Belonging	Concept B: Warning in relation to the Magi	Concept C: Umma	Concept C: The Paschal Candle	Concept: Justice	Concept A Places of worship	Concept: Wisdom
Substantive Knowledge	<p>Step 1 Communicate: express creatively as well as describe their response to the concept of belonging, from their own experience</p> <p>Step 2 Apply: recognise and describe how their responses to belonging relate to their own and others' lives</p> <p>Step 3 Inquire: accurately describe what it means to belong to something</p> <p>Step 4 Contextualise: accurately describe</p>	<p>Step 1 explain the meaning of the term <i>warning</i></p> <p>Step 2 explain how <i>warning</i> is significant within the story of the gifts of the Magi</p> <p>Step 3 evaluate by explaining the importance of <i>warning</i> in this story for Christians</p> <p>Step 4 express a personal response to the concept of <i>warning</i></p> <p>Step 5 give examples of how <i>warning</i> might affect their own lives or the lives of others.</p>	<p>Step 1 Communicate: respond creatively and explain their own response to community</p> <p>Step 2 Apply: explain examples of how their responses and ideas affect the way they behave in the communities they and others belong to</p> <p>Step 3 Inquire: accurately explain the meaning of Umma</p> <p>Step 4 Contextualise: accurately explain how aspects of Muslim practice and belief develop a sense of Umma Step</p>	<p>Step 1 Inquire: accurately explain the meaning of ritual</p> <p>Step 2 Contextualise: explain the significance of ritual during wudu and Eid-ul-Fitr to Muslims</p> <p>Step 3 Evaluate: discern the value of ritual by explaining the value to Muslims, and to themselves, identifying and explaining situations or issues that may arise in relation to ritual</p> <p>Step 4 Communicate: respond creatively and explain a personal</p>	<p>Step 1. Children can accurately explain what the concept of <i>justice</i> means.</p> <p>Step 2. Children can accurately explain how <i>justice</i> is significant in the stories of Jewish people, Christians and Muslims.</p> <p>Step 3. Children can discern the value of <i>justice</i> to Jewish people, Christians and Muslims and identify and discern the</p>	<p>Step 1 Pupils can explain what people mean by sacred</p> <p>Step 2 They can describe a sacred place and explain the features which make it sacred for believers</p> <p>Step 3 They can explain the value of sacred places to believers and to themselves</p> <p>Step 4 They can express a personal response to the concept of sacred by reflecting on whether there is a</p>	<p>Step 1 describe the concept of wisdom</p> <p>Step 2 describe how the Gurus show wisdom</p> <p>Step 3 describe the value of Gurus' wisdom to Sikhs</p> <p>Step 4 describe their response to wisdom in their experience</p> <p>Step 5 describe examples of how their response to wisdom relates to their own and others' lives.</p>

	<p>how Muslims show they belong</p> <p>Step 5 Evaluate: discern something of value by describing the importance of belonging to Muslims and to themselves.</p>		<p>5 Evaluate: discern the value of the concept of Umma to Muslims, and the idea of community for themselves, identifying and explaining situations or issues that may arise.</p>	<p>response to ritual in their own experience</p> <p>Step 5 Apply: explain examples of how their responses and ideas affect the way they behave in the rituals they and others participate in.</p>	<p>possible value to themselves</p> <p>Step 4. Children can respond creatively as well as begin to explain their own response to <i>justice</i>.</p> <p>Step 5. Children can explain some examples of how <i>justice</i> can be applied in own and others' lives.</p>	<p>sacred place in their own lives</p> <p>Step 5 They can explain how sacred places can affect their own and others' lives</p>	
<p>Assessment Focus</p>	<p>Apply</p> <p>To begin to explain how belonging relates to events in their own and other people's lives.</p>	<p>Communicate</p> <p>To begin to explain the meaning of warning in relation to the to the Magi in the Christmas Story.</p>	<p>Evaluate</p> <p>Begin to explain how following the Five Pillars of Islam contributes to a sense of Umma (community) for Muslims.</p>	<p>Inquire</p> <p>To begin to explain what people mean by <i>Ritual</i>, with reference to the Paschal Candle ritual.</p>	<p>Evaluate</p> <p>To explain how justice is important in these stories, giving reasons to support your opinion.</p>	<p>Contextualise</p> <p>Accurately explain and contrast the features of places of worship (Christian and Muslim) which have a sense of sacredness for believers.</p>	<p>Apply</p> <p>To begin to explain with examples how their response to wisdom is related to their lives.</p>

YEAR 6

Topic	The messages of Jesus, parables.	Christmas: The two birth narratives	Muhammad and the Qur'an.	Easter, What happened next?	Wesak Buddhism	The Journey of Life	Service in the Sikhi faith
Main focus Religion	Christianity	Christianity	Islam	Christianity	BELONGING	Islam	R.E Day
Golden Thread	SPECIAL	LOVE	COMMUNITY		(New for 25)	SPECIAL	Sikhism LOVE
Concept	Concept A: Messages	Concept A: Interpretation	Concept B: Submission	Concept: Resurrection	Concept Enlightenment	Concept B: Rites of Passage	Concept: Service (sewa)
Substantive Knowledge	<p>Step 1 explain the concept of messages and begin to consider what the message of Jesus was.</p> <p>Step 2 explain what Christians believe Jesus' messages are</p> <p>Step 3 explain the value of Jesus' messages to Christians and identify and describe some issues raised</p> <p>Step 4 express a personal response to messages in their own experience</p> <p>Step 5 explain examples of how</p>	<p>Step 1 They can express a personal response to the concept of interpretation</p> <p>Step 2 They can explain how the concept can be applied in their own and others' lives.</p> <p>Step 3 Pupils can explain what interpretation is.</p> <p>Step 4 They can explain how interpretation is relevant to the 2 gospel accounts of Jesus' birth</p>	<p>Step 1 describe/explain the meaning of submission for Muslims</p> <p>Step 2 describe/explain how submission is shown by Muslims</p> <p>Step 3 describe/explain the importance, or value, of submission for Muslims</p> <p>Step 4 describe/explain their own responses to the idea of submission in their lives</p>	<p>Step 1 Children can explain what people mean by resurrection.</p> <p>Step 2 Children can explain how resurrection is significant within the Easter story and how this is expressed through art.</p> <p>Step 3. Children can evaluate, by explaining, value of people's interpretations of resurrection</p> <p>Step 4 Children can explain their own response to the concept of</p>	<p>Step 1. accurately explain the concept of enlightenment</p> <p>Step 2. accurately explain how and why Buddhists celebrate enlightenment of the Buddha at Wesak</p> <p>Step 3. discern the value of enlightenment to Buddhists and explain how Buddha's revelations influence their lives</p> <p>Step 4. respond creatively as well as begin to explain their response to enlightenment</p>	<p>Step 1 Respond creatively and begin to explain their response to the concept of rites of passage and what events have been important in their journey of life so far.</p> <p>Step 2 Explain some examples of how the concept of life as a journey marked by rites of passage can be applied in their own and others' lives.</p> <p>Step 3 Accurately explain how important events are</p>	<p>Step 1 explain the concept of service</p> <p>Step 2 explain how service is shown in the Sikh religion</p> <p>Step 3 evaluate the concept of service by explaining its value</p> <p>Step 4 explain their own response to service</p> <p>Step 5 explain examples of how service is applied in their own live and that of others</p>

	<p>messages are significant in their own and others' lives and in different situations.</p>	<p>Step 5 They can evaluate, by explaining, the importance and relevance of interpretation in the birth narratives to Christians</p>	<p>Step 5 provide and discuss examples of how submission affects their lives and the lives of others.</p>	<p>resurrection through painting</p> <p>Step 5 Children can explain people will have different ideas about the concept of resurrection.</p>	<p>Step 5. explain some examples of how moments of enlightenment relate to their own or other people's lives.</p>	<p>marked in religion by rites of passage.</p> <p>Step 4 Accurately explain the meaning of the Muslim naming ceremony and the Hajj.</p> <p>Step 5 Discern the value of rites of passage to believers and the possible value for their own lives and communities.</p>	
<p>Assessment Focus</p>	<p>Communicate</p> <p>Respond creatively as well as begin to explain a message which they personally feel is important for the world and choose a way to communicate it effectively.</p>	<p>Contextualise</p> <p>To accurately explain the meaning of interpretation with reference to the two gospel versions of the Nativity story.</p>	<p>Evaluate</p> <p>Explain why the idea of "submission" to Allah is important in Islam, with reference to the revelation of the Qur'an to Muhammad.</p>	<p>Evaluate</p> <p>Explain the importance of the resurrection and the symbol of the empty cross for Christian.</p>	<p>Inquire</p> <p>To accurately explain the concept of enlightenment.</p>	<p>Apply</p> <p>Consider how and why Rites of Passage (Religious and non-religious) are important to the people who mark them.</p>	<p>Communicate</p> <p>Respond creatively and explain the meaning of service.</p>