



## Religious Education – A Progression of Knowledge & Skills

### EL2 Composite:

- Notice differences between people (Expressing)

Year group	term	topic	skills	knowledge
EL2	Autumn	Me & My Family		<ul style="list-style-type: none"> <li>• In pretend play, imitates everyday actions and events from own family and cultural background ( dressing up in religious attire, role playing festivals, prayers etc)</li> </ul>
	Spring	Me & My World	<u>Past and Present</u> <ul style="list-style-type: none"> <li>• Is curious about people and shows an interest in themselves and their family</li> </ul>	<u>Building Relationships</u> <ul style="list-style-type: none"> <li>• Shows some understanding that other people have perspectives, ideas and needs that are different to theirs,</li> </ul>
	Summer	Me Growing Up	<u>Past and Present</u> <ul style="list-style-type: none"> <li>• Can talk about everyday tasks or events that they have taken part in with their families</li> </ul> <u>Building Relationships</u> <ul style="list-style-type: none"> <li>• Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest</li> </ul> <u>Managing Self</u> <ul style="list-style-type: none"> <li>• Experiments with their own and other people's views of who they are through their play and through trying out different behaviours</li> </ul>	<u>People, Culture and Communities</u> <ul style="list-style-type: none"> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others</li> </ul>

### Nursery Composites:

- Know and enjoy celebrating a wide range of religious celebrations (Strand: Expressing)
- Talk about things that have happened in the past, such as birthdays or celebrations (Expressing)

YN	aut	Me & My Family		<u>People, Culture and Communities</u> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines</li> </ul> <u>Managing Self</u> <ul style="list-style-type: none"> <li>• Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers</li> </ul>
			<b>Communication and Language:</b>  <b>Vocabulary:</b>	





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	spr	Me & My World	<u>Past and Present</u> <ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience ( Eid, Diwali, Hanukkah, Pesach, Ramadan, Sabbath)</li> </ul> <u>Managing Self</u> <ul style="list-style-type: none"> <li>Recognises that they belong to different communities and social groups and communicates freely about own home and community</li> </ul>	<u>Speaking</u> <ul style="list-style-type: none"> <li>Builds up vocabulary that reflects the breadth of their experiences</li> </ul>
			<b>Vocabulary:</b>	
	sum	Me Growing Up	<u>Past and Present</u> <ul style="list-style-type: none"> <li>Recognises and describes special times or events for family or friends</li> </ul> <u>Speaking</u> <ul style="list-style-type: none"> <li>Talks more extensively about things that are of particular importance to them</li> </ul>	<u>People, Culture and Communities</u> <ul style="list-style-type: none"> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> </ul>
			<b>Communication and Language:</b>	
			<b>Vocabulary:</b>	

<b>Reception Composites:</b>				
<ul style="list-style-type: none"> <li>To talk about and understands the role of different people in the community (Strand: Living)</li> <li>To ask and answer questions about a story or relevant narrative they have heard (Expressing).</li> </ul>				
Year group	term	topic	skills	knowledge
YR	aut	Me & My Family	<ul style="list-style-type: none"> <li>Talks about religious stories using new vocabulary</li> <li>Recalls stories about special people in other religions and talk about what we can learn from them</li> <li>Recalls and talks about stories of Jesus as a friend to others using new vocabulary</li> </ul> <u>People, Culture and Communities</u> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines</li> <li>Can name and describe people who are familiar to them</li> </ul>	<ul style="list-style-type: none"> <li>Knows some similarities and differences between religious communities in Britain</li> </ul> <u>People, Culture and Communities</u> <ul style="list-style-type: none"> <li>Knows that other children do not always enjoy the same things, and is sensitive to this</li> </ul>





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		<b>Vocabulary:</b>	
spr	Me & My World	<ul style="list-style-type: none"> <li>• Holds conversations about the things that are special and valued in a place of worship</li> <li>• Recalls simple stories connected with Christmas / Easter and a festival from another faith</li> <li>• Recognises two different places of worship using new vocabulary</li> </ul> <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> <li>• Talks about, and describes, their local community</li> </ul> <p><u>Managing Self</u></p> <ul style="list-style-type: none"> <li>• Recognises that they belong to different communities and social groups and communicates freely about own home and community</li> </ul> <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> <li>• Listens and responds to ideas expressed by others in conversation or discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Knows and uses appropriate words to talk imaginatively and expressively about their thoughts and feelings when visiting a church</li> </ul>
		<b>Communication and Language</b>	
		<b>Vocabulary:</b>	
sum	Me Growing up	<ul style="list-style-type: none"> <li>• Retells religious stories making connections with personal experiences</li> <li>• Recalls simply what happens when a baby is welcomed into a religion other than Christianity.</li> <li>• Retells stories about creation and discusses the wonders of the natural world</li> <li>• Talks about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</li> </ul> <p><u>People, Culture and Communities</u></p>	<p><u>People, Culture and Communities</u></p>





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		<ul style="list-style-type: none"> <li>• Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul> <p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> <li>• Understands questions such as <i>who; why; when; where</i> and <i>how</i></li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that some places are special to members of their community</li> </ul> <p><u>Managing Self</u></p> <ul style="list-style-type: none"> <li>• Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</li> </ul>
<p><b>Communication and Language</b></p> <p><b>Vocabulary:</b></p>			

**ELG:**  
**Children at the expected level of development will:**  
 - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.





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Year group	term	topic	skills	knowledge
Y1	aut	Once Upon a Time	<b>Composite: Question-Who is a Muslim and what do they believe? (strand-Believing)</b> Example answer: Muslims believe in one God and Muhammed as their prophet. Their special book is the Quran, they fast in Ramadan and celebrate Eid-ul- Fitr.	
				<b>Knowledge:</b> Identify some ways a Muslim might describe God. (page 4)  To know who Prophet Muhammad was, and why he is important to Muslims. (page 5)  To recognise and describe the significance of particular objects and places to Muslims. (pages 8-10)  To recognise how important the Qur'an is to Muslims. (page 11-12)  To identify some ways Muslims mark Ramadan and celebrate Eid Ul-Fitr. (page 13)
<b>Vocabulary:</b> Muslim, Qur'an, Ramadan, Eid-ul Fitr, Prophet, Mohammed, Allah				
Y1	spr	Animal Kingdom	<b>Composite Question: Who is a Christian and what do they believe? (Strand: Believing)</b> Example answer: A Christian believes in God and Jesus as the son of God. Their holy book is the Bible and they pray.	
			To retell a story that shows what Christians might think about God (Pg 8-10)  To retell stories told by Jesus and about Jesus (Pg 14-15)	<b>Question: Who is a Christian and what do they believe? (Strand: Believing)</b>  To know who is a Christian and what they believe (Page 4)  To know what Christian beliefs about God and Jesus (Pg 5-7)  To know why Jesus is important to Christians (Pg 11-13)  To know why Christians pray (Pg 16-17)
<b>Vocabulary:</b> Lord's Prayer, Christian, Jesus, Bible, God, Jonah				





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			<p><b>Composite: Question-Who is Jewish and what do they believe?</b>          Example Answer: Jewish people believe in one God. Their special book is the Torah. They celebrate Hanukkah and Shabbat.</p>	
	Y1 sum	We love London		<p><b>Knowledge:</b>          To know about objects that can be found in Jewish homes. (page 4-5)</p> <p>To know what a mezuzah reminds Jewish people of (Page 6-7)</p> <p>To know how and why Jewish people celebrate Shabbat (page 8-11)</p> <p>To know about the story of Chanukah and the the Jewish practises that help them reflect on its important aspects (12-14)</p>
<p><b>Vocabulary:</b>          Shabbat, Mezuzah, Hanukkah, Torah, Synagogue, Jewish, Judaism</p>				

Year group	term	topic	skills	knowledge
			<p><b>Composite: Question: What can we learn from sacred books?</b>          Example answer: I know that a holy book for Christians is the Bible and the stories within them are special to many people and should be treated with respect (some children may give examples of stories and their significance)</p>	
Y2	Y2 aut	Fire! Fire!		<p><b>Knowledge</b>          To know what a holy book is. (Pg4)</p> <p>To know what Jesus taught about God in a story (Pg6)</p> <p>To recognise that sacred texts contains teachings that are special to many people (Pg8)</p> <p>To know a Jewish story from the Torah (Pg 12)</p> <p>To learn a story about Prophet Muhammad (Pg 14)</p> <p>To recognise that the story of Jonah is in more than one holy text and is shared by people of different religions (Pg16)</p>





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<b>Vocabulary:</b> Sefer, Angel, holy, parable, sacred, Yad			
		<b>Composite: Question-What does it mean to belong to a faith community? (Christians and Muslims) (L)</b> Example answer: Christians welcome their babies into their religion by christening them. Muslims welcome their babies into their faith by doing aqiqah. Even if you do not belong to a faith group, you still belong to something- your family, your school.	
		spr The Secret Garden	To understand that we all belong to something (pg4)  To know how christians show they belong (pg5)  To know how Muslims know that they belong(pg6)  To know how christians and Muslims welcome a new baby (pg9-pg10)  To know how some people show they belong to one another(pg11)
<b>Vocabulary:</b> Belonging, rosary, crucifix, baptism, christening, ritual, aqiqah, font,			
		<b>Composite: Question: What makes some places sacred?</b> Example answer: A mosque is a place where Muslims pray. A church is where christians pray. A synagogue is a place where Jewish people pray. People go there to be friendly, thoughtful, to find peace, to feel close to God.	
		sum Globetrotters	<b>Skills</b>  <b>Knowledge</b> To know that there are special places where people go to worship (pg. 4-5)  To know which place of worship is sacred for Christians (pg. 6-7)  To know which place of worship is sacred for Jewish people (pg. 8-9)  -To know which place of worship is sacred for Muslims (pg 10-11)





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		<p>To identify similarities and differences between places of worship (pg.12)</p> <p>To explain why places of worship are important to the community (pg. 13)</p>	
<p><b>Vocabulary:</b>          altar, crucifix, lectern, ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), bimah, hannukaiuh, mosque/masjid, wudu; calligraphy, prayer mat, mimbar, mihrab, muezzin, Catholic, Anglican,</p>			

Year group	term	topic	skills	knowledge
Y3	Y3 aut	Invaders and settlers	<p><b>Composite: Question: What do different people believe about God? (Strand: Believing)</b>            Example answer: Christians describe God as the Father, Son and Holy Spirit. Muslims have 99 names for Allah (children might pick any religion that they have learnt about and describe that religions description of God including humanists beliefs about God)</p>	
			<p>Give reasons for their own idea about God (Pg 4-5)</p> <p>To describe ways in which Christians describe God (Pg 6-7)</p> <p>To describe ways in which Muslims describe God (Pg 10-11)</p> <p>To describe ways in which Hindus describe God (Pg 13-14)</p> <p>To describe the similarities and the differences between different ideas about God. (Pg 19)</p>	<p>To know humanists beliefs about God (Pg 17-18)</p>
			<p><b>Vocabulary:</b>            Father, Son, Holy Spirit, Moses, Shahadah, Murti, Humanist</p>	
Y3	Y3 spr	Super humans	<p><b>Composite: Question- Why is the bible so important for Christians today? (Believing)</b>            Example answer: The Bible is important for Christians today because it helps them know about God, how to live and how the world was created it also helps them make the right choices and decisions.</p>	
				<p><b>Knowledge</b>            To know how christians find and use wisdom from the bible to help them on the journey of life (p4-5)</p>







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			<p>To describe how the bible is put together and explain why it is important (p6-7)</p> <p>To describe how christians use bible stories to inspire drama, music, art or dance (p10-11)</p> <p>To explain how the bible can help people if they are tempted to do bad things (p12-13)</p> <p>To explore how bible stories are relevant to people today (p14)</p>	<p>To know what the bible teaches christian people about God, life and the Universe (p8-9)</p>
<p><b>Vocabulary:</b> wisdom, temptation, chapters, verses, testament, scripture, sermon</p>				
Y3 sum 1	Rainforest Explorers	<p><b>Composite: Question- Why do people pray? (Strand: Expressing)</b> <b>Example answer: People pray to worship God and to talk to him. Different religions have different ways of praying.</b></p>		
		<p>To identify the similarities and differences in the words of three prayers. (page 9-10)</p>	<p><b>Knowledge:</b> <b>To understand the idea of prayer. (page 4)</b> <b>To know about prayer in Islam. (page 5)</b> <b>To know about prayer in Christianity. (page 6)</b> <b>To know about prayer in Hinduism. (page 7-8)</b></p>	
<p><b>Vocabulary:</b> Pillar of Islam, Worship</p>				
Y3 Sum2	Rainforest Explorers	<p><b>Composite: Question- What does it mean to be a Christian in Britain today? (Strand: Living)</b> <b>Example answer:</b></p>		
		<p>To describe how christians show their beliefs in their home and at church (p4-5)</p> <p>To describe how different christians use music in worship (p6-7)</p> <p>To describe what happens during</p>		





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		<p>holy communion and why it is celebrated by most christians (p8-9)</p> <p>To describe ways in which christians help their community (p10)</p>	<p>To know why people stand up against injustice (p11-12)</p>
<p><b>Vocabulary:</b> community, communion, worship, injustice, discrimination</p>			

Year group	term	topic	skills	knowledge
<b>Y4</b>	Y4 aut	The rise of the Robots	<p><b>Composite: Question: Why is Jesus inspiring to some people? (strand-believing)</b> Example answer: Jesus is inspiring to some people because they try to lead their lives following his actions and teachings.</p>	
			<p>To decide whether Jesus was inspiring because of his actions (pg6)</p> <p>To think about why being inspired by Jesus would help some people to be stronger (pg13)</p> <p>To express ideas about sources of inspiration in my own life (pg14)</p>	<p>To know about Jesus's life story (pg5)</p> <p>To know what Jesus taught and evaluate whether he was a good and inspiring teacher (pg7-pg8)</p> <p>To understand who Jesus says he was and why he is so important to christians.(pg9)</p>
			<p><b>Vocabulary:</b> Inspiring, miracle, symbolise, gratitude, self -control, be-attitude, commitment</p>	
	Y4 spr	world's a stage	<p><b>Composite: Question- What does it mean to be a Hindu in Britain today? (Strand: Living)</b> Example answer: children should mention what they to in practise (worship,clothing, a significant person &amp; what they believe happens at the end of life</p>	





		<p>To describe ways Hindus express their faith (Pg 4-6)</p> <p>To describe Dharma and Moksha (Pg 7-9)</p>	<p>To know why Mahatma Gandhi is a Hindu hero (Pg 10-12)</p> <p>To know what it is like to be a Hindu in Britain today (Pg 13-15)</p>
<p><b>Vocabulary:</b> Hindu, Dharma, Moksha, Karma, Gandhi, liberation</p>			
Y4 sum1	Extreme Earth	<p><b>Composite: Question-Why do some people think life is a journey and what significant experiences mark this? ( Strand- Expressing)</b> Example answer: Some people believe that life is a spiritual journey and different religions mark different points in their life by carrying out different rituals for example: Jewish people mark becoming an adult by celebrating Bat Mitzvah and people also get married and make promises.</p>	
		<p>To compare the journeys of Christians, Jewish people and Hindus (pg. 14-15)</p>	<p><b>Knowledge</b> To describe how life is seen as a journey by some people and why some people have rituals to mark important life events (Pg 4-5)</p> <p>To know the significance of Baptism to Christians (pg. 6-7)</p> <p>To know how Jewish people mark becoming an adult (pg. 8-9)</p> <p>To know what ceremonies Hindus mark in the journey of life (pg. 10-11)</p> <p>To know why people choose to get married (pg.12-13)</p>
<p><b>Vocabulary:</b> Bat/bar Mitzvah, Ketubah, rituals, ashramas, sannyasa, sacraments</p>			
Y4 Sum2	Extreme Earth	<p><b>Composite: Question: What can we learn from religions about deciding what is right and wrong? (strand- Living)</b> Example answer: I know that religions have rules that you must follow so that you know what is right and wrong. Jewish and Christian people follow the Ten Commandments and try to live their life according to these rules.</p>	
			<p><b>Knowledge</b> -To know the Golden Rule in different religions and world views (pg. 4-5)</p> <p>-To know about the Ten Commandments</p>





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				<p>and how they help Jewish people live their lives (Pg.6)</p> <p>-To know what Christianity says about how to live a good life (pg.7-8)</p> <p>-To know how people can decide what is right and wrong without God's help (9-10)</p> <p>-To know what religious stories tell believers about temptation (Pg. 11-12)</p> <p>-To know how religious teachings have affected someone's actions (13-14)</p>
<p><b>Vocabulary:</b> sin, reward, humanist, conscience</p>				

Year group	term	topic	skills	knowledge
Y5	Y5 aut	Meet the Greeks!	<p><b>Composite: Question- Why do some people believe God exists? (Strand: Believing)</b> Example answer: Some people believe God exists as it helps them to understand concepts and ideas that may not have clear reasoning. Some people do not believe in God because they believe that there should be logical reasoning.</p>	<p>To know what Christians believe about how the world began (Pg 9-10))</p>
			<p>To present the christian view on if God is real (Pg 5-6)</p> <p>To consider reason why people believe in God or not (7-8)</p> <p>'is God real and why some people believe God exists or doesn't exist (Pg 11)</p>	
			<p><b>Vocabulary:</b> Atheist , Agnostic, theist, interpretation</p>	
			<p><b>Composite: Question-If God is everywhere, why go to a place of worship?</b> Example answer: A place of worship is..... Christians/Muslims go to a place of worship because it means.... to them.</p>	

Y5 spr

Space Race





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			<p><b>Knowledge:</b></p> <p>To understand the purpose of a place of worship. (page 4)</p> <p>To recognise and know the purpose of a Christian place of worship. (page 5/6)</p> <p>To recognise and know the purpose of a Hindu place of worship. (page 7/8)</p> <p>To recognise and know the purpose of a Jewish place of worship. (page 9)</p> <p>To recognise what a place of worship means to believers. (page 14-17)</p>
<p><b>Vocabulary:</b> Mandir, Synagogue, pilgrimage, Kumbh Mela, , Kiddush cup, Kosher , mezuzah</p>			
Y5 sum1	Eco-Warriors	<p><b>Composite: Question-</b>What would Jesus do? (Can we live by the values of Jesus in the 21st Century?) (Believing)</p>	
		<p><b>Skills</b></p> <p>To explore Jesus's teaching and example (p4-6)</p> <p>To consider christian ideas about love (p7)</p> <p>To explore how christians today follow Jesus's teaching about justice and fairness (p10-11)</p> <p>To discuss, argue about develop a range of answers to moral dilemmas using the teaching of Jesus (p13-14)</p> <p>To reflect on what has been learned about living by the values of Jesus in the modern world (p15)</p>	<p><b>Knowledge</b></p> <p>To know what Jesus's parable about forgiveness teach christians today (p8-9)</p> <p>To know about Jesus's teaching on being generous and being greedy (p12)</p>
<p><b>Vocabulary:</b> dilemma, values, forgiveness, generous, charity, disciples</p>			
			<p><b>Composite: Question- What does it mean to be a Muslim in Britain today?</b>  <b>Example answer: The five pillars of Islam are very important to a Muslim. It helps them to navigate their journey through life. Some things that are important in my life are..... because they help me to.....</b></p>





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	Y5 Sum2		<p><b>Skills</b></p> <p>To explore how charity is important to Muslims and to oneself (pg. 10-11)</p> <p>To describe reasons for the practice of fasting in Islam (pg. 12)</p> <p>To describe what happens on pilgrimage to Mecca and at the celebration of Eid ul Adha (pg.13-14)</p> <p>To reflect on what matters to Muslims and think of similar commitments to the five pillars on your own life (pg. 18)</p>	<p><b>Knowledge:</b></p> <p>To know what helps Muslims through the journey of life and their key beliefs (pg. 4-6)</p> <p>To know the importance of pray to Muslims (pg. 7-9)</p> <p>To know where people get advice and guidance from (pg.15-16)</p>
<p><b>Vocabulary:</b>Makkah, prayer, Rakahs, zakah, ummah, Sawm, Salah, Mosque, minaret, Imam, Arabic, Hajj, Eid-ul-Adha, Mina, Hadiith, Surah</p>				

Year group	term	topic	skills	knowledge
Y6	Y6 aut	The World at War	<p><b>Composite: Question- What difference does it make to believe in Ahimsa, Grace, Ummah and Community?</b></p> <p>Example answer: Believing in Ahimsa, Grace and Ummah helps people have a sense of belonging to a community who carry out acts of worship through serving others and bettering their community.</p>	
			<p><b>Skills</b></p> <p>To understand how Muslim people build their community , the Ummah, by following their prophet. ( pg. 6)</p> <p>To describe what Ahimsa (harmlessness) means in the Hindu religion (pg. 8)</p> <p>To describe how Hindus show their commitment to Ahimsa through acts of service or sewa. (pg. 9)</p> <p>To explore the significance of the Last Supper (pg.11)</p>	<p><b>Knowledge</b></p> <p>What did Jesus teach about God's grace and forgiveness (Pg 10)</p>





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		To understand similarities and differences between big ideas for Christian, Hindu and Muslims (pg. 13)	
<b>Vocabulary:</b> Ahimsa, Grace, Ummah, Sewa, Last Supper, Karma, Reincarnation			
Y6 spr	Rivers and Time	<b>Composite: Question- What matters most to Christians and Humanists?</b> Example answer: Christians and Humanists follow a code of living and share common values and ideas such as respect and generosity. This will make a community happier because everyone will live harmoniously and actions will be reciprocated.	
		To think about the idea of a code for living and to examine whether they are living by a code themselves (page 4)  To use dilemmas for learning, noticing and reacting to difficult cases of right and wrong, good and bad (page 6)  To think carefully about the Christian ideas of values (page 7)  To describe some Christian and Humanist values (page 9)  To draw learning about values together and express ideas about how values can make a community happier (page 10)	To know who is a Humanist and what do they believe?(page 5)
<b>Vocabulary:</b> Community, Humanist, Dilemma, Non-religious world views, values			
y6 sum 1	Who am I?	<b>Composite: Question-Is it better to express your beliefs in arts and architecture or charity and generosity? (E)</b>	
		To explore some great examples of muslim creativity (p7)  To explore if a christian place of worship can be a building for the glory of God and what that means (p9)  To explore how and why muslim and christian charities try to change the world (p10-12)	To understand different reasons why some places are sacred (p4)  To understand why mosques matter to muslims (p5-6)  To know how christians use art in worship and remembering Jesus (P8)





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			To reflect on what matters more to christians and muslims: art and architecture or generosity and charity. What matters more to you? (p13)	
<b>Vocabulary:</b> poverty, fellowship,architecture				
			<b>Composite Question: What do religions say to us when life gets hard? (Strand- Believing)</b>  <b>Example answer: I know that different religions tell you different things about what happens when we die. In the Hindu religion, you can be reincarnated. Some religions believe in a life in heaven. Non religious world views do not believe in a life after death.</b>	
	<b>Y6 Sum 2</b>	Who am I?	<b>Skills</b> -Consider questions such as what happens when we die and describe the impact that the belief that we have a soul might have on the way someone might live their life (pg. 4-5).  To investigate what religions say about if you can get to go heaven if you do wrong (pg.7-8)  To evaluate and assess what different ideas are about what happens when we die (Pg11-12)	<b>Knowledge</b> To know about reincarnation (pg.6)  To know what Christians think happens when we die. (pg.9)  To know what people who don't believe in God think happens when we die (pg. 10)
<b>Vocabulary: Heaven, death, reincarnation, journey, soul</b>				

