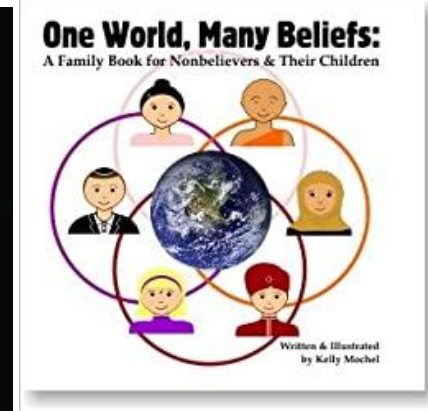
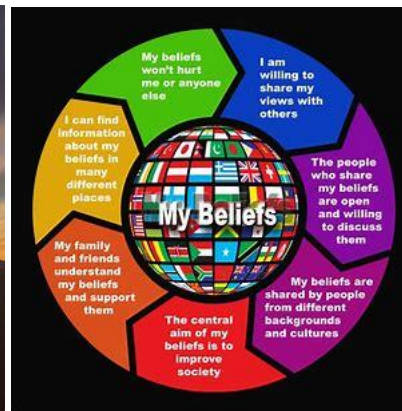
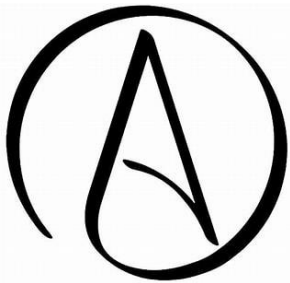


What I have learnt in LKS2: earlier learning about God in Judaism, Christianity and Islam - three monotheistic traditions with common roots



Facts within religion

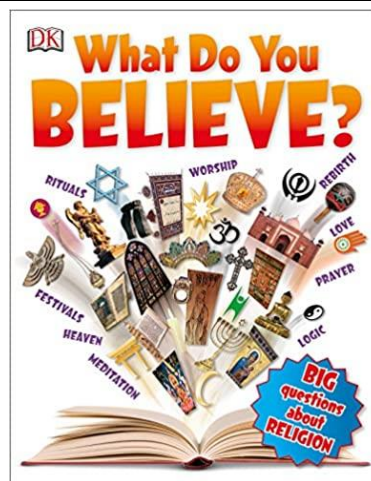
Imagining the **UK** and/or **your area** shrunk to 100 people:

UK 2011 Census: Christians 59; No religions 25; Muslims 5; Hindus 2; other 9 (includes Sikhs 0.8, Jews 0.5, Buddhists 0.4; answer not given 7)

Many Christians believe God is Spirit, omnipotent (all-powerful), omniscient (all-knowing), benevolent (allgood), eternal, compassionate, just, loving, creator and sustainer of the universe and all life

Religious Education is not just for the religious, but for all pupils.

Exciting Books



Subject Specific Vocabulary

Theist	A person who believe in God
Atheist	A person who says there is no god
Agnostic	A person who says they don't know or cannot know if there is a god or not, (from Greek <i>theos</i> , god; <i>a-theos</i> - no god; <i>a-gnosis</i> , no knowledge).
Worldviews	Your way of explaining life and the world
Beliefs	something one accepts as true or real; a firmly held opinion

Skills

Make clear connections between what people believe about God and the impact of this belief on how they live

Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from

The ability to debate issues of religious significance with reference to evidence and argument

Our Endpoint

I can explain why some people believe in God and some people do not.

Personal Development:

Including developing awareness of their own and others' beliefs, increasing ability to reflect on the impact of faith in people's lives, and an increasing desire to explore their own and others' views.

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