FSU Progression Map 2021/22 Subject: EYFS Understanding of the Word – People, Culture & Communities (Religious Education) Subject Lead: Mr T Brunton

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning These are: playing and exploring — children investigate and experience things, and 'have a go'; active learning — children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; creating and thinking critically — children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

EYFS Understanding the World Educational Programme (Statutory)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them — from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Year Group FS1		Autumn	Spring	Summer	
Knowledge (Breadth)					
Beliefs and Teachings		Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately.	Celebrate and value cultural and religious events (CNY)	Know there are different countries in the world.	
Experiences & Feelings		Listen to what children say about their own experiences with people who are familiar with them. To develop attitudes about the differences between people.	Can develop positive attitudes about the differences between people.	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 and seen in photos.	
Religious Expression			Understand that some places are special to members of their community.		
Questions & values		What is a celebration? What happens during Diwali? Why do we celebrate Christmas?	What happens during Chinese New Year? What makes other people happy or sad? What is a church? Visit to church of the good shepherd.	What makes peoples happy/sad? What is similar/different in the photos/videos we look at?	

ELG: People, Culture & Communities (Statutory)

Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Year Group	r Group FS2 Autumn		Spring	Summer
Knowledge (Breadth)				
Beliefs and Teachings		Begin to recall parts of religious stories Diwali (Hindu festival of light Spiritual and cultural developing an understanding of respect of different faiths Christmas (Christianity)	Listen to what children say about their own experiences with people who are familiar to them	Know that adults can remember things from the past
		Engage with religious and cultural communities and their practices (Ongoing throughout the year)	Engage with religious and cultural communities and their practices (Ongoing throughout the year)	Engage with religious and cultural communities and their practices (Ongoing throughout the year)
Experiences & Feelings		Use images, videos, shared text and artefacts, music and dance to bring the wider world into the classroom	Describe and re-enact traditions from Chinese New Year	
		Celebrate and take part in Family Harvest giving thanks for the Harvest/ Dwali/Christmas traditions	Describe and recall the Easter story Re-act the story of the first Chinese New Year	

	Take part /re-enact the First Nativity Visit church of the good shepherd church		
Influence & impact	Talk about religion from sources of information and use some simple everyday religious terms. Begin to talk about their own/families religious beliefs and experiences Understand and name some special buildings in our community and explain their function		
Religious Expression	Can recognise some religious symbols	Understand the importance of religious books	
Questions & values	What is a celebration? Begin to talk about what Puzzles them makes themselves and other people happy and sad. Why do people celebrate Diwali, /Christmas? How do Christians celebrate Dwaili/Christmas?	What is Easter? Why do people celebrate Chinese New Year /Easter? How do Christians feel at Easter? How do people celebrate Chinese New Year/ Easter?	What makes places special?

Vocabulary

Religion, Christian, personal, special, belong, Christmas, festival, celebration, God, Jesus, Easter, symbols, cross, star, Moses, Muslims, Jews, Sikhs, Hindus, Eid, Diwali, church, temple, gurdwara, mosque, synagogue

Assessment

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- 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;

Development Matters

Talk about members of their immediate family and community.

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

Progression Map 2020/2021 Subject: Religious Education Subject Lead: Mr T Brunton

Whole school approach to Christmas/Easter will continue from KS1 into KS2

- develop deepening knowledge and understanding about a range of religious and nonreligious worldviews so that they can:
 - describe and explain beliefs and theological concepts
 - * describe and explain some sources of authority and teachings within and across religious and non-religious traditions
 - describe and explain ways in which beliefs are expressed
 - * know and understand the significance and impact of beliefs and practices on individuals, communities and societies
 - connect these together into a coherent framework of beliefs and practices
- gain and deploy deepening understanding of specialist vocabulary and terms
- know and understand about religious diversity within the region, as well as nationally and globally
- know and understand how religion can be defined and what is meant by the term 'religious and non-religious worldviews and with increasing clarity know that these worldviews are complex, diverse and plural
- gain and deploy skills that enable critical thinking and enquiry in relation to the material they study
- reflect on their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment

	Year Group	Autum	n Term	Spring	Term	Summer Term
Knowledge (Breadth)	1	Core Religion - Christianity What can we learn about Christianity from visiting a church? What do Christians believe	Christmas?	Core Religion - Christianity Why is Jesus special to Christians?	How and why is Easter celebrated by Christians? What is the Easter story?	Core Religion - Buddhism What can we find out about Buddha? Why did Buddha leave home?
Skills		about God?	CO C		600	
Beliefs and Teachings		Describe some of the teachings of a religion	Describe some of the main festivals or celebrations of a religion	Describe some of the teachings of a religion	Describe some of the main festivals or celebrations of a religion	Describe some of the teachings of a religion
Practices and Lifestyles		Recognise and name some religious artefacts, places and practices	Recognise and name some religious artefacts, places and practices	Recognise and name some religious artefacts, places and practices	Recognise and name some religious artefacts, places and practices	Recognise and name some religious artefacts, places and practices

How beliefs	Name some religious	Name some religious	Name some religious	Name some religious	Name some religious symbols
are	symbols	symbols	symbols	symbols	
conveyed					
Reflection	Identify the things that	Identify the things that are important in their own			
	are important in their own	lives and compare these to religious beliefs			
	lives and compare these to	lives and compare these to	lives and compare these	lives and compare these	_
	religious beliefs	religious beliefs	to religious beliefs	to religious beliefs	
Values	Identify how they have to	Identify how they have to make their own choices in			
	make their own choices in	life			
	life	life	life	life	
					Explain how actions affect others
		Explain how actions affect		Explain how actions	
		others		affect others	
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- develop deepening knowledge and understanding about a range of religious and nonreligious worldviews so that they can:
 - describe and explain beliefs and theological concepts

Vear Group Autumn Term

- * describe and explain some sources of authority and teachings within and across religious and non-religious traditions
- describe and explain ways in which beliefs are expressed
- * know and understand the significance and impact of beliefs and practices on individuals, communities and societies
- connect these together into a coherent framework of beliefs and practices
- gain and deploy deepening understanding of specialist vocabulary and terms
- know and understand about religious diversity within the region, as well as nationally and globally
- know and understand how religion can be defined and what is meant by the term 'religious and non-religious worldviews and with increasing clarity know that these worldviews are complex, diverse and plural

Summer Term

Spring Term

- gain and deploy skills that enable critical thinking and enquiry in relation to the material they study
- reflect on their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment

	year Group	Autumn Ierm		Spring Term		Summer Term	
Knowledge (Breadth) Skills	2	Core Religion - Christianity Why is the Bible special to Christians? What can we learn from	How and why is Christmas celebrated by Christians? How and why is light important at Christmas?	Core Religion - Christianity What does it mean to belong in Christianity?	How and why is Easter celebrated by Christians? How do Christians celebrate Easter?	Core Religion - Judaism How do Jews show their beliefs?	Religious Diversity: What can we learn about our local faith / religious communities?
Skills		the story of St Cuthbert?	No.				
			N . 1	N - 11	N - 1	N 2 1	N . 1
Beliefs and Teachings			Describe some of the teachings of a religion Describe some of the main	Describe some of the teachings of a religion	Describe some of the teachings of a religion Describe some of the	Describe some of the teachings of a religion Describe some of the main	Describe some of the teachings of different religion
			festivals or celebrations of a religion	other and	main festivals or celebrations of a religion	festivals or celebrations of a religion	Describe some of the main festivals or celebrations of a religion
Practices		Recognise, name and	Recognise, name and	Recognise, name and	Recognise, name and	Recognise, name and	Recognise, name and
and Lifestyles		describe some religious artefacts, places and practices	describe some religious artefacts, places and practices	describe some religious artefacts, places and practices	describe some religious artefacts, places and practices	describe some religious artefacts, places and practices	describe some religious artefacts, places and practices

How beliefs	Explain the meaning of		Explain the meaning of		Explain the meaning of
are	some religious symbols		some religious symbols		some religious symbols
conveyed					
Reflection	Relate emotions to some	Relate emotions to some		Relate emotions to some of	Relate emotions to some
	of the experiences of	of the experiences of		the experiences of	of the experiences of
	religious figures studied.	religious figures studied.	17h	religious figures studied.	religious figures
	Ask questions about	Ask questions about	2/6	Ask questions about	studied.
	puzzling aspects of life	puzzling aspects of life		puzzling aspects of life	Ask questions about
				3 .	puzzling aspects of life
Values	Explain how actions affect	Explain how actions	Explain how actions	Identify religious	Explain how actions
	others.	affect others.	affect others.	artefacts and explain	affect others.
	Show an understanding of	Show an understanding of	Show an understanding of	how and why they are	Show an understanding
	the term 'morals'	the term 'morals'	the term 'morals'	used.	of the term 'morals'
	THE TELLIN MOTULES	The fermi morals	The Term morals	Describe religious	of the ferth filorus
				buildings and explain	
				how they are used.	



- develop deepening knowledge and understanding about a range of religious and nonreligious worldviews so that they can:
 - describe and explain beliefs and theological concepts
 - * describe and explain some sources of authority and teachings within and across religious and non-religious traditions
 - describe and explain ways in which beliefs are expressed
 - * know and understand the significance and impact of beliefs and practices on individuals, communities and societies
 - connect these together into a coherent framework of beliefs and practices
- gain and deploy deepening understanding of specialist vocabulary and terms
- know and understand about religious diversity within the region, as well as nationally and globally
- know and understand how religion can be defined and what is meant by the term 'religious and non-religious worldviews and with increasing clarity know that these worldviews are complex, diverse and plural
- gain and deploy skills that enable critical thinking and enquiry in relation to the material they study
- reflect on their own thoughts, feelings, experiences, ideas, values and beliefs with increasing discernment

	Year Group	Autumn Term		Spring Term		Summer Term
				4 5 !: :		
Knowledge (Breadth)	3	Core Religion - Hinduism	How and why is Christmas celebrated	Core Religion Christianity	Core Religion – Islam	Thematic Study
		What do Hindus believe? How do Hindus worship at home? (includes worship in the home and mandir and Divali celebration)?	How and why is Advent important to Christians?	What can we learn about Christian symbols and beliefs by visiting churches?	What do Muslims believe? How do Muslims worship at home? How and why Muslims celebrate Eid? How do they prepare at home? How do they prepare in their place of worship?	How and why do people show care for others?
Skills	1					1
Beliefs and Teachings		Present the key teachings and beliefs of a religion	Present the key teachings and beliefs of a religion		Present the key teachings and beliefs of a religion.	

Practices and Lifestyles	Identify religious artefacts and explain how and why they are used. Describe religious	Identify religious artefacts and explain how and why they are used	Identify religious artefacts and explain how and why they are used		
How beliefs are conveyed	buildings and explain how they are used Identify religious symbolism in literature		Identify religious symbolism in literature	Identify religious symbolism in literature.	
Reflection	Show an understanding that personal experiences and feelings influence	Show an understanding that personal experiences and feelings influence attitudes and actions	Show an understanding that personal experiences and feelings influence attitudes and actions	Show an understanding that personal experiences and feelings influence attitudes and actions Give some reasons why religious figures may have acted as they did	Show an understanding that personal experiences and feelings influence attitudes and actions
Values	Explain how beliefs about right and wrong affect people's behaviour		Explain how beliefs about right and wrong affect people's behaviour	Explain how beliefs about right and wrong affect people's behaviour	Explain how beliefs about right and wrong affect people's behaviour Describe how some of the values held by communities or individuals affect behaviour and actions

Together and having full

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	Year Group	Autumn Term		Spring Term		Summer Term	
Knowledge (Breadth)	4	Core Religion Christianity	How and why is Christmas celebrated	Core Religion Christianity	How do different faiths celebrate	Core Religion Christianity	Core Religion - Buddhism
(bi eddin)	7		by Christians?		around the world?		
		What do we know about the Bible and why is it	M/hy do Christians coll	What do Christians believe about Jesus?	Why is Holi an	Why do people visit Durham Cathedral today	What do Buddhists believe?
		important to Christians?	Why do Christians call Jesus the light of the	Believe about 9 esas:	Why is Holi an important festival	(incorporating work about	Why are some people
			world?	b	for Hindus? Why is Purim an	the Northern Saints)?	important to Buddhists? What are the teachings
					important festival		of Buddhism?
					for Jews? Why is Nowruz an		How do Buddhists worship?
			O O		important festival for Muslims?		How do Buddhists live? What occasions doe Buddhists celebrate?
.E Skills			William .		allo 9		
Beliefs and		Present the key teachings	Describe some of the main	Present the key teachings	Describe some of the	Present the key teachings	Present the key teachings
Teachings		and beliefs of a religion Refer to religious figures and holy books to explain answers	festivals or celebrations of a religion	and beliefs of a religion	main festivals or celebrations of a religion	and beliefs of a religion	and beliefs of a religion Refer to religious figures and holy books to explain answers
Practices						Describe religious	
and Lifestyles						buildings and explain how they are used	

How beliefs are conveyed	Identify religious symbolism in literature and the arts	Identify religious symbolism in literature and the arts	Show and the state of the state	Explain some of the religious practices of both clerics and individuals Identify religious symbolism in literature and the arts	Identify religious symbolism in literature and the arts
Reflection	Ask questions that have no universally agreed answers acted as they did Ask questions that have no universally agreed answers	Give some reasons why religious figures may have acted as they did Ask questions that have no universally agreed answers	Give some reasons why religious figures may have acted as they did Ask questions that have no universally agreed answers		Give some reasons why religious figures may have acted as they did
Values	Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas	Describe how some of the values held by communities or individuals affect behaviour and actions Charles and the values held by communities or individuals affect behaviour and actions.	Describe how some of the values held by communities or individuals affect behaviour and actions Discuss and give opinions on stories involving moral dilemmas		Describe how some of the values held by communities or individuals affect behaviour and actions Explain how beliefs about right and wrong affect people's behaviour

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Knowledge		Core Religion -	How do different	Core Religion -	How and why is	Core Religion -	Thematic Study
(Breadth)	5	Judaism	faiths celebrate	Hinduism	Easter celebrated by	Sikhism	
		What is the Torah and	around the world?		Christians?		Why do people use rituals
		why is it important to		What do Hindus	4	What can we find out	today?
		Jewish people?	What other religious	believe? How do	Why is the Last Supper so	about our local Sikh	
			festivals are celebrated	Hindus worship at	important to Christians?	community?	
		Why is Moses important to	in December?	home? (includes		What do Sikhs believe?	
		Jewish people?	What is the importance	worship in the		Why is Guru Nanak	
		M/hy do Tawigh page 2	of Rohatsu (Bodhi day)	home and mandir and Divali		important to Sikhs?	
		Why do Jewish people go to the synagogue?	to Buddhists?	celebration)?		Where do Sikhs worship?	
		To the synagogues	Why is Hannukkah	celebration)?		What are the 5 Ks? Sikh creation stories	
		How are Jewish beliefs	important to Jews?			Sikh creation stories	
		expressed in the home?	Why is Kwanzaa				
			important in African		000		
Skills			culture?				
SKIIIS			9 3		hav		
Beliefs and		Explain how some	Describe some of the main		Explain how some	Explain how religious	Explain how religious
Teachings		teachings and beliefs are	festivals or celebrations of	teachings and	teachings and beliefs are	beliefs shape the lives of	beliefs shape the lives of
		shared between religions	a religion	beliefs	shared between religions	individuals and	individuals and
		Explain how religious		of a religion	Explain how religious	communities	communities
		beliefs shape the lives of		of a religion	beliefs shape the lives of		
		individuals and			individuals and		
		communities			communities		

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Practices	Explain the practices and		Identify religious		Explain the practices and	Explain the practices and
and	lifestyles involved in		artefacts and explain		lifestyles involved in	lifestyles involved in
Lifestyles	belonging to a faith		how and why they are		belonging to a faith	belonging to a faith
	community		used. Classical Control of the Contr		community	community
	Compare and contrast the		Describe religious		Compare and contrast the	Compare and contrast the
	lifestyles of different	ONLINE	buildings and explain		lifestyles of different	lifestyles of different
	faith groups		bullatings and explain		faith groups	faith groups
How beliefs	Explain some of the		A A	Explain some of the	Explain some of the	Explain some of the
are	different ways that			different ways that	different ways that	different ways that
conveyed	individuals show their			individuals show their	individuals show their	individuals show their
,	beliefs			beliefs	beliefs	beliefs
Reflection	Recognise and express Giv	ve some reasons why		Recognise and express	Recognise and express	
		igious figures may have		feelings about their own	feelings about their own	
		ted as they did		identities. Relate these to		
		k questions that have		religious beliefs or	to religious beliefs or	
		universally agreed		teachings	teachings	
		Swers		reachings	reachings	
Values		scribe how some of	Explain why different	Explain why different	Explain why different	
values	•	values held by	religious communities or	religious communities or	religious communities or	
		nmunities or	individuals may have a	individuals may have a	individuals may have a	
	•	ividuals affect	different view of what is	different view of what is	different view of what is	
		naviour and actions	right and wrong	right and wrong	right and wrong	
	3	cuss and give opinions				
		stories involving moral		1 2 7		
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	Year Group	Autumn Term		Spring Term		Summer Term	
Knowledge (Breadth)	6	Religious Diversity	How and why is Christmas celebrated	Thematic Study How and why do people	How and why is Easter celebrated by	Core Religion Christianity	
		What can we learn about religious diversity in our area?	by Christians?	care about the environment?	Christians?	So, what do we now know about Christianity? (Exploration through the concepts)	
		What can we find out about our local Muslim	What do the gospels tell us about the birth of		Why are Good Friday and Easter Day the most	Bridging Unit	
		community? What do Muslims believe?	Jesus?		important days for Christians?		
		Why is Mohammed important to Muslims? What was the role of					
		Imam? What is the Qur'an?					
		How do Muslims worship? How do Muslims live?	al Physical Control of the Control o		asing fulls		
		What occasions do they celebrate?	ton ton		haville		
Skills		1		ether and		1	
Beliefs and Teachings		Explain the practices and lifestyles involved in		Explain the practices and lifestyles involved in		Explain the practices and lifestyles involved in belonging to a faith community	
3 -		belonging to a faith community		belonging to a faith community		Compare and contrast the lifestyles of different faith groups	

			,	,	,
	Compare and contrast the		Compare and contrast the		
	lifestyles of different		lifestyles of different		
	faith groups		faith groups		
Practices	Explain the practices and	Explain the practices and	Explain the practices and	Explain the practices and	Explain the practices and lifestyles involved in
and	lifestyles involved in	lifestyles involved in	lifestyles involved in	lifestyles involved in	belonging to a faith community
Lifestyles	belonging to a faith	belonging to a faith	belonging to a faith	belonging to a faith	Compare and contrast the lifestyles of different
	community	community	community	community	faith groups and give reasons why some within the
	Compare and contrast the		Compare and contrast the		same faith may adopt different lifestyles
	lifestyles of different		lifestyles of different	(6)	Show an understanding of the role of a spiritual
	faith groups and give		faith groups and give		leader
	reasons why some within		reasons why some within		
	the same faith may adopt		the same faith may adopt		
	different lifestyles		different lifestyles		
How beliefs	Explain some of the	Explain some of the		Explain some of the	Explain some of the different ways that individuals
are	different ways that	different ways that		different ways that	show their beliefs
conveyed	individuals show their	individuals show their		individuals show their	
	beliefs	beliefs		beliefs	
Reflection	Show an understanding	Ask questions that have no	Show an understanding	Give some reasons why	Show an understanding that personal experiences and
	that personal experiences	universally agreed answers	that personal experiences	religious figures may have	feelings influence attitudes and actions Give some
	and feelings influence		and feelings influence	acted as they did	reasons why religious figures may have acted as they
	attitudes and actions Give		attitudes and actions	Ask questions that have	did
	some reasons why religious	الله الله الله الله الله الله الله الله		no universally agreed	Ask questions that have no universally agreed answers
	figures may have acted as			answers	
	they did				
	Ask questions that have no			1 1	
	universally agreed answers			3	
Values	Explain how beliefs about	Discuss and give opinions	Explain how beliefs about		Explain how beliefs about right and wrong affect
	right and wrong affect	on stories involving moral	right and wrong affect		people's behaviour
	people's behaviour	dilemmas	people's behaviour		Describe how some of the values held by communities
	Describe how some of the	8 8	Describe how some of the		or individuals affect behaviour and actions
	values held by communities		values held by		Discuss and give opinions on stories involving moral
	or individuals affect		communities or individuals		dilemmas
	behaviour and actions		affect behaviour and		
	Discuss and give opinions		actions		
	on stories involving moral				
	dilemmas				

Prining together and having