



		EYFS	KS1	Middle Phase (Y3/4)	Upper Phase (Y5/6)
Creation	Make sense of belief		<ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world 	Place the concepts of God and Creation on a timeline of the Bible's 'big story' <ul style="list-style-type: none"> Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 give an explanation about why things go wrong in the world 	Identify what type of text some Christians say Genesis 1 is, and its purpose <ul style="list-style-type: none"> Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations
	Understand the impact	Say how and when Christians like to thank their Creator	<ul style="list-style-type: none"> Give at least one example of what Christians do to say 'thank you' to God for Creation 	<ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – (some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness 	Make clear connections between Genesis 1 and Christian belief about God as Creator <ul style="list-style-type: none"> Show understanding of why many Christians find science and faith go together
	Make connections	Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world -Think about the wonders of the natural world, expressing ideas and feelings	<ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. 	Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.	<ul style="list-style-type: none"> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.
Incarnation	Make sense of belief	Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians <ul style="list-style-type: none"> Recognise that stories of Jesus' life come from the Gospels 	Recognise what a 'Gospel' is and give an example of the kinds of stories it contains <ul style="list-style-type: none"> Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today 	Explain the place of Incarnation and Messiah within the 'big story' of the Bible <ul style="list-style-type: none"> Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms
	Understand the impact		Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas	Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live	Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas <ul style="list-style-type: none"> Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible
	Make connections		Decide what they personally have to be thankful for, giving a reason for their ideas <ul style="list-style-type: none"> Think, talk and ask questions about Christmas for people who are Christians and for people who are not. 	Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.	Weigh up how far the idea of Jesus as the 'Messiah' — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.
God/ People of God	Make sense of belief	Retell stories, talking about what they say about the world, God, human beings	Identify what a parable is <ul style="list-style-type: none"> Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians 	Make clear links between the story of Noah and the idea of covenant	Identify some different types of biblical texts, using technical terms accurately <ul style="list-style-type: none"> Explain connections between biblical texts and Christian ideas of God, using theological terms Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs <ul style="list-style-type: none"> Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God
	Understand the impact		Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back; by forgiving others) <ul style="list-style-type: none"> Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) 	Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony	Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed <ul style="list-style-type: none"> Show how Christians put their beliefs into practice in worship make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)

	Make connections	Retell religious stories, making connections with personal experiences.	Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas <ul style="list-style-type: none"> • Give a reason for the ideas they have and the connections they make. 	Make links between the story of Noah and how we live in school and the wider world.	Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own <p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p> <ul style="list-style-type: none"> • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, in the light of their learning.
Gospel	Make sense of belief	Identify a sacred text e.g. Bible Talk about some religious stories <ul style="list-style-type: none"> • Recognise some religious words, e.g. about God 	Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news <ul style="list-style-type: none"> • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave 	Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus <ul style="list-style-type: none"> • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' • Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian 	Identify features of Gospel texts (for example, teachings, parable, narrative) <ul style="list-style-type: none"> • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts
	Understand the impact	<ul style="list-style-type: none"> • Talk about some of the things these stories teach believers 	Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless <ul style="list-style-type: none"> • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) 	Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways	Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.
	Make connections	Identify some of their own feelings in the stories they hear	Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.	<ul style="list-style-type: none"> • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives <ul style="list-style-type: none"> • Articulate their own responses to the issues studied, recognising different points of view.
Salvation	Make sense of belief:	Talk about ideas of new life in nature	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible <ul style="list-style-type: none"> • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) 	Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live <ul style="list-style-type: none"> • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week 	Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it <ul style="list-style-type: none"> • Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms • Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts
	Understand the impact:	Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature <ul style="list-style-type: none"> • Talk about some ways Christians remember these stories at Easter. 	Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter	Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities <ul style="list-style-type: none"> • Describe how Christians show their beliefs about Jesus in worship in different ways 	Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper <ul style="list-style-type: none"> • Show how Christians put their beliefs into practice in different ways
	Make connections:	Recognise and retell stories connected with celebration of Easter <ul style="list-style-type: none"> • Say why Easter is a special time for Christians 	Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	Weigh up the value and impact of ideas of sacrifice in their own lives and the world today <ul style="list-style-type: none"> • Articulate their own responses to the idea of sacrifice, recognising different points of view
Kingdom of God	Make sense of belief			Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth <ul style="list-style-type: none"> • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now 	Explain connections between biblical texts and the concept of the kingdom of God <ul style="list-style-type: none"> • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations
	Understand the impact			Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now <ul style="list-style-type: none"> • Describe how Christians show their beliefs about the Holy Spirit in worship 	Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice <ul style="list-style-type: none"> • Show how Christians put their beliefs into practice in different ways
	Make connections			Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.	Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today <ul style="list-style-type: none"> • Articulate their own responses to the idea of the importance of love and service in the world today.

Islam	Make sense of belief:		Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims <ul style="list-style-type: none"> Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names, and give a simple description of what some of them mean Give examples of how stories about the Prophet* show what Muslims believe about Muhammad 	Identify some beliefs about God in Islam, expressed in Surah 1 <ul style="list-style-type: none"> Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshipping; how Muslims submit to God) 	Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i> ; Muhammad as the Messenger, Qur'an as the message) <ul style="list-style-type: none"> Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet)
	Understand the impact:		Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them <ul style="list-style-type: none"> Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action 	Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve <ul style="list-style-type: none"> Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) 	Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) <ul style="list-style-type: none"> Give evidence and examples to show how Muslims put their beliefs into practice in different ways
	Make connections:		Think, talk and ask questions about Muslim beliefs and ways of living <ul style="list-style-type: none"> Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 	Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims <ul style="list-style-type: none"> Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 	Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Sheffield today <ul style="list-style-type: none"> Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.
Judaism	Make sense of belief:		Recognise the words of the Shema as a Jewish prayer <ul style="list-style-type: none"> Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like 	Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean <ul style="list-style-type: none"> Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today 	Identify and explain Jewish beliefs about God <ul style="list-style-type: none"> Give examples of some texts that say what God is like and explain how Jewish people interpret them
	Understand the impact:		Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) <ul style="list-style-type: none"> Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat) 	Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) <ul style="list-style-type: none"> Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities 	Make clear connections between Jewish beliefs about the Torah and how they use and treat it <ul style="list-style-type: none"> Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)
	Make connections:		Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas <ul style="list-style-type: none"> Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future <ul style="list-style-type: none"> Make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 	Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today <ul style="list-style-type: none"> Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish.
Belonging and stage of life	Make sense of belief:		Recognise that loving others is important in lots of communities <ul style="list-style-type: none"> Say simply what Jesus and one other religious leader taught about loving other people 	Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean <ul style="list-style-type: none"> Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and nonreligious people today 	Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life <ul style="list-style-type: none"> Identify beliefs about life after death in at least two religious' traditions, comparing and accounting for similarities and differences
	Understand the impact:	Recall simply what happens at a traditional Christian festival (Christmas) <ul style="list-style-type: none"> Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity 	Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean <ul style="list-style-type: none"> Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) 	Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean <ul style="list-style-type: none"> Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) 	Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) <ul style="list-style-type: none"> Give examples of ways in which beliefs about resurrection/judgement/heaven/<i>karma</i>/reincarnation make a difference to how someone lives
	Make connections:	Talk about people who are special to them <ul style="list-style-type: none"> Say what makes their family and friends special to them Retell religious stories making connections with personal experiences	Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences <ul style="list-style-type: none"> Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. 	Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones <ul style="list-style-type: none"> Make links between ideas of love, commitment and promises in religious and non-religious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today. 	Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these <ul style="list-style-type: none"> Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.

		<ul style="list-style-type: none"> • Share and record occasions when things have happened in their lives that made them feel special 			
World and others	Make sense of belief:		<p>Identify a story or text that says something about each person being unique and valuable</p> <ul style="list-style-type: none"> • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world 	<p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</p> <ul style="list-style-type: none"> • Make links between religious beliefs and teachings and why people try to live and make the world a better place 	<p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <ul style="list-style-type: none"> • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')
	Understand the impact:		<p>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</p> <ul style="list-style-type: none"> • Give examples of how Christians and Jews can show care for the natural Earth • Say why Christians and Jews might look after the natural world 	<p>Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek)</p> <ul style="list-style-type: none"> • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action 	<p>Make clear connections between Christian and Humanist ideas about being good and how people live</p> <ul style="list-style-type: none"> • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view
	Make connections:	Talk about what people do to mess up the world and what they do to look after it.	<p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</p> <ul style="list-style-type: none"> • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. 	<p>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better</p> <ul style="list-style-type: none"> • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. 	<p>Raise important questions and suggest answers about how and why people should be good</p> <ul style="list-style-type: none"> • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
Hindus	Make sense of belief:			<p>Identify some Hindu deities and say how they help Hindus describe God</p> <ul style="list-style-type: none"> • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God <p>Identify the terms '<i>dharma</i>', '<i>Sanatan Dharma</i>' and 'Hinduism' and say what they mean</p> <ul style="list-style-type: none"> • Make links between Hindu practices and the idea that Hindu Dharma is a whole 'way of life' (<i>dharma</i>) 	<p>Identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately</p> <ul style="list-style-type: none"> • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc.
	Understand the impact:			<p>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)</p> <ul style="list-style-type: none"> • Identify some different ways in which Hindus worship <p>Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>)</p> <ul style="list-style-type: none"> • Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) 	<p>Make clear connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live</p> <ul style="list-style-type: none"> • Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways
	Make connections:			<p>Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones</p> <ul style="list-style-type: none"> • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies • Give good reasons why they think ceremonies of commitment are or are not valuable today <p>Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p>	<p>Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus</p> <ul style="list-style-type: none"> • Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.

Sacred places	Make sense of belief	Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God	Recognise that there are special places where people go to worship, and talk about what people do there <ul style="list-style-type: none"> • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship 		
	Understand the impact	<ul style="list-style-type: none"> • Recognise that some religious people have places which have special meaning for them • Talk about the things that are special and valued in a place of worship 	Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe <ul style="list-style-type: none"> • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community 		
	Making connections	Talk about somewhere that is special to themselves, saying why Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church <ul style="list-style-type: none"> • Express a personal response to the natural world 	Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas <ul style="list-style-type: none"> • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. 		