



# Coverage Map – Hope Federation - RE

There is 5/4 units of of RE a year. Some of the units will straddle two half terms.

Year A					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
R/1/2	<p><b>How did the world come to be?</b> <i>Ph. Yr1- A.1</i> Ask questions about the world around them and talk about these questions. <i>C</i> Using religious and belief stories to talk about how beliefs impact on how people behave <i>Ph. Yr2- A.1</i> Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them <i>A.2</i> Talk about what people mean when they say they 'know' something.</p> <p><i>ELG-</i> 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.</p>	<p><b>Why is light an important symbol for Christians, Jews and Hindus?</b> <i>Th. Yr1- A</i> Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview, <i>D</i> Give an example of how _____<sup>1</sup> use beliefs to guide their daily lives <i>Th. Yr2- A.1</i> Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief <i>A.2</i> Recognise different types of writing from within one text, <i>D</i> Give different examples of how _____ beliefs influence daily life</p> <p><i>ELG-</i> 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.</p>	<p><b>How do Jewish people celebrate Passover?</b> <i>H/S Sc. Yr1- A</i> Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews, <i>B</i> Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area, <i>C</i> Recognise that beliefs can have an impact on a believer's daily life, their family or local community <i>H/S Sc. Yr2- A</i> Recognise the names of different religions, religious beliefs and worldviews and use them correctly, <i>C</i> Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community</p> <p><i>ELG-</i> 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..</p>	<p><b>What do my senses tell me about the world of Religion and belief?</b> <i>Ph. Yr1- A.1</i> Ask questions about the world around them and talk about these questions <i>A.2</i> Begin to make connections between using their senses and what they know about the world around them. <i>B</i> Give a simple reason using the word 'because' when talking about religion and belief. <i>C</i> Using religious and belief stories to talk about how beliefs impact on how people behave <i>Ph. Yr2- A.1</i> Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them <i>A.2</i> Talk about what people mean when they say they 'know' something. <i>B</i> Give a reason to say why someone might hold a particular belief using the word 'because'</p> <p><i>ELG-</i> 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.</p>	<p><b>What do Jews remember on Shabbat?</b> <i>Th. Yr1- C</i> Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs. <i>Th. Yr2- A.1</i> Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief <i>A.2</i> Recognise different types of writing from within one text. <i>C</i> Recognise that some beliefs connect together and begin to talk about these connections.</p> <p><i>ELG-</i> 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.</p>
3/4	<p><b>What does it mean to be part of a global faith/family?</b> <i>H/S Sc. Yr3- A, B,</i> Identify some similarities and differences in how people practise and express beliefs</p>	<p><b>What is the Trinity?</b> <i>Th. Yr3- A.1</i> Show awareness of different sources of authority<sup>2</sup> and how they link with beliefs., <i>A.2</i> Identify different types of writing and give an example of how a believer might interpret a source of authority, <i>B</i> Recognise</p>	<p><b>What do Muslims believe about God? <i>Th. Yr3- A.1</i></b> Show awareness of different</p>	<p><b>What difference does being a Muslim make to daily life?</b> <i>H/S Sc. Yr3- A</i> Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews., <i>B</i> Identify some</p>	<p><b>What is Philosophy?</b> <b>How do people make moral decisions?</b> <i>Ph. Yr3- A.1</i> Recognise that there are many different religious and non-religious answers to questions people raise about the world around them, <i>A.2</i>, Talk about the</p>

<sup>1</sup> Where \_\_\_\_\_ is indicated, the teacher is invited to insert the adherent of a religion or worldview they are studying e.g. Muslims.

<sup>2</sup> Sources of authority include sacred texts, creeds, statements of belief, tradition, principles or rules, conscience, rational thinking.



# Coverage Map – Hope Federation - RE

	<p>both within and between at least two different religions/worldviews <i>H/S Sc. Yr4- B</i>, Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews</p>	<p>that beliefs are influenced by events in the past and present, <i>C.1</i> Identify some links between beliefs being studied within a religion or worldview. <i>D</i> Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others <i>Th. Yr4- A.1</i> Identify different sources of authority and how they link with beliefs., <i>A.2</i> Give examples of different writings and different ways in believers interpret sources of authority, <i>B</i> Identify events in history and society which have influenced some religious and non-religious worldviews, <i>C.1</i> Make clear links between different beliefs being studied within a religion or worldview. <i>D</i> Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others</p>	<p>sources of authority<sup>3</sup> and how they link with beliefs., <i>A.2</i> Identify different types of writing and give an example of how a believer might interpret a source of authority, <i>B</i> Recognise that beliefs are influenced by events in the past and present, <i>D</i> Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others <i>Th. Yr4- A.1</i> Identify different sources of authority and how they link with beliefs., <i>A.2</i> Give examples of different writings and different ways in believers interpret sources of authority, <i>B</i> Identify events in history and society which have influenced some religious and non-religious worldviews, <i>D</i> Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others</p>	<p>similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews., <i>C</i> Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society. <i>H/S Sc. Yr4- A</i> Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. <i>B</i> Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews., <i>C</i> Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</p>	<p>difference between knowing and believing. <i>B.1</i>, Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. <i>B.2</i> Use more than one reason to support their view., <i>C.1</i> Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad',. <i>C.2</i> Recognise some of the similarities and differences between these ideas. <i>Ph. Yr4- A.1</i>, Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence <i>A.2</i> Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge., <i>B.1</i> Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief, <i>B.2</i> Give reasons for more than one point of view, providing pieces of evidence to support these views, <i>C</i> Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences</p>
5/6	<p><b>Big Question: What do Hindus believe?</b> <i>Th. Yr5- A.1</i>, Describe different sources of authority and how they link with beliefs. <i>A.2</i> Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers., <i>C.1</i> Describe the connections between different beliefs being studied and link them to sources of authority, <i>C.2</i> Describe some of the key theological similarities and differences between and within religions and worldviews, <i>D</i> Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others <i>Th. Yr6- A.1</i> Explain different sources of authority and the connections with</p>	<p><b>Big Question: How do Sikhs interact with culture and society?</b> <i>H/S Sc. Yr5- A.1</i> Explain the different ways in which the terms 'religion' and "belief' are used by followers from within a religion or worldview and those from outside it., <i>A.2</i> Show awareness that talking about religion and belief can be complex., <i>B</i>, Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. <i>C</i> Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs. <i>H/S Sc. Yr6- A.1</i> Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by</p>	<p><b>Big Question: What did Jesus do to save human beings? [Y5] What difference does the Resurrection make for Christians? [Y6]</b> <i>Th. Yr5- B</i> Describe how events in history and society have influenced some religious and non-religious worldviews <i>C.1</i> Describe the connections between different beliefs being studied and link them to sources of authority <i>D</i> Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others <i>Th. Yr6-. B</i> Explain how events in history and society have influenced some religious and non-religious worldviews, <i>C.1</i> Explain connections different beliefs being studied and link them to sources of authority using theological terms, <i>D</i> Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others</p>	<p><b>Big Question: What can we learn about the world/knowledge/meaning of life from the great philosophers?</b> <i>Ph, Yr5- A.1</i> Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence., <i>A.2</i> Explain some of the different ways in which philosophers understand abstract concepts. , <i>B.1</i> Explain, using a range of reasons, whether a position or argument is coherent and logical. <i>B.2</i>, Link a range of different pieces of evidence together to form a coherent argument <i>C</i> Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences. <i>Ph, Yr6- A.1</i> Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence</p>	

<sup>3</sup> Sources of authority include sacred texts, creeds, statements of belief, tradition, principles or rules, conscience, rational thinking.



# Coverage Map – Hope Federation - RE

<p>beliefs.. <b>B</b> Explain how events in history and society have influenced some religious and non-religious worldviews. <b>C.1</b> Explain connections different beliefs being studied and link them to sources of authority using theological terms. <b>C.2</b> Explain the key theological similarities and differences between and within religions and worldviews. <b>D</b> Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others</p>	<p>followers from within a religion or worldview and those from outside it., <b>A.2</b> Recognise some areas of controversy when interpreting and explaining the nature of religion and belief., <b>B</b> Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.  <b>C</b> Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</p>	<p>, <b>A.2</b> Begin to analyse and evaluate different ways in which philosophers understand abstract concepts., <b>B.1</b>, Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. <b>B.2</b>, Use well-chosen pieces of evidence to support and counter a particular argument <b>C</b> Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p>
---	--	---

There is 5/4 units of RE a year. Some of the units will straddle two half terms.

Year B					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
R/1/2	<p><b>How do Christians belong to their faith family? (linking to meeting together)</b>  <b>Yr1- A</b> Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews, <b>B</b> Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area, <b>C</b> Recognise that beliefs can have an impact on a believer’s daily life, their family or local community  <b>H/S Sc. Yr2- A</b> Recognise the names of different religions, religious beliefs and worldviews and use them correctly, <b>B</b> Identify evidence of religion and belief especially in the local area. <b>C</b> Identify ways in which beliefs can have an impact on a believer’s daily life, their family or local community.</p>	<p><b>What does the Nativity story teach Christians about Jesus?</b>  <b>Th. Yr1- A</b> Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview, <b>C</b> Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.  <b>Th. Yr2- A.1</b> Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief  <b>A.2</b> Recognise different types of writing from within one text.  <b>C</b> Recognise that some beliefs connect together and begin to talk about these connections.  <b>ELG-</b> 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.</p>	<p><b>How does a celebration bring a community together?</b>  <b>H/S Sc. Yr1- A</b> Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews, <b>B</b> Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area, <b>C</b> Recognise that beliefs can have an impact on a believer’s daily life, their family or local community  <b>H/S Sc. Yr2- A</b> Recognise the names of different religions, religious beliefs and worldviews and use them correctly, <b>B</b> Identify evidence of religion and belief especially in the local area. <b>C</b> Identify ways in which beliefs can have an impact on a believer’s daily life, their family or local community.  <b>ELG-</b> 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.</p>	<p><b>What does the cross mean to a Christian?</b>  <b>Th. Yr1- A</b> Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview, <b>C</b> Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs..  <b>Th. Yr2- A.1</b> Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief  <b>C</b> Recognise that some beliefs connect together and begin to talk about these connections.  <b>ELG-</b> 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.</p>	<p><b>Why do people have different views about the idea of ‘God’?</b>  <b>Ph. Yr1- A.1</b> Ask questions about the world around them and talk about these questions <b>A.2</b> Begin to make connections between using their senses and what they know about the world around them.  <b>B</b> Give a simple reason using the word ‘because’ when talking about religion and belief.  <b>C</b> Using religious and belief stories to talk about how beliefs impact <b>Ph. Ph. Yr2- A.1</b>Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them  <b>A.2</b> Talk about what people mean when they say they ‘know’ something.  <b>B</b> Give a reason to say why someone might hold a particular belief using the word ‘because’  <b>C</b> Using religious and belief stories, make connections between peoples’ beliefs about right and wrong and their actions</p>



# Coverage Map – Hope Federation - RE

	<p><i>ELG- 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.</i></p>				<p><i>ELG- 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.</i></p>
<p>3 / 4</p>	<p><b>How did the world come to be through the eyes of a Humanist?</b>  <i>Th. Yr3- A.1 Show awareness of different sources of authority<sup>4</sup> and how they link with beliefs., A.2 Identify different types of writing and give an example of how a believer might interpret a source of authority. B Recognise that beliefs are influenced by events in the past and present, C.1 Identify some links between beliefs being studied within a religion or worldview., C.2 Show awareness of some of the similarities and differences between and within religions and worldviews., D Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others</i>  <i>Th. Yr4- A.1 Identify different sources of authority and how they link with beliefs., A.2 Give examples of different writings and different ways in believers interpret sources of authority, B Identify events in history and society which have influenced some religious and non-religious worldviews, C.1 Make clear links between different beliefs being studied within a religion or worldview., C.2 Identify some of the similarities and differences between and within religions and worldviews, D Identify ways in</i></p>	<p><b>Are angels real or not?</b>  <i>Ph. Yr3- A.1 Recognise that there are many different religious and non-religious answers to questions people raise about the world around them, A.2, Talk about the difference between knowing and believing. B.1, Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. B.2 Use more than one reason to support their view., Ph. Yr4- A.1, Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence A.2 Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge., B.1 Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief, B.2 Give reasons for more than one point of view, providing pieces of evidence to support these views,</i></p>	<p><b>Why do Christians call the day that Jesus died ‘Good Friday’?</b>  <i>H/S Sc. Yr3- A Identify some of the ways people use the terms ‘religion’ and ‘belief’ when exploring religions, beliefs and worldviews., B Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews., C Identify a range of ways in which beliefs can have an impact on a believer’s daily life, their family, community and society. H/S Sc. Yr4- B Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews., C Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.</i></p>	<p><b>Can we know if prayer works?</b>  <i>Ph. Yr3- A.1 Recognise that there are many different religious and non-religious answers to questions people raise about the world around them, A.2, Talk about the difference between knowing and believing. B.1, Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. B.2 Use more than one reason to support their view., Ph. Yr4- A.1, Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence A.2 Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge., B.1 Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief, B.2 Give reasons for more than one point of view, providing pieces of evidence to support these views,</i></p>	<p><b>What is a pilgrim?</b>  <i>H/S Sc. Yr3- C Identify a range of ways in which beliefs can have an impact on a believer’s daily life, their family, community and society. H/S Sc. Yr4- C Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs. Th. Yr3- B Recognise that beliefs are influenced by events in the past and present, C.1 Identify some links between beliefs being studied within a religion or worldview., C.2 Show awareness of some of the similarities and differences between and within religions and worldviews., D Recognise ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others</i>  <i>Th. Yr4- B Identify events in history and society which have influenced some religious and non-religious worldviews, C.1 Make clear links between different beliefs being studied within a religion or worldview., C.2 Identify some of the similarities and differences between and within religions and worldviews, D Identify ways in which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others</i></p>

<sup>4</sup> Sources of authority include sacred texts, creeds, statements of belief, tradition, principles or rules, conscience, rational thinking.



# Coverage Map – Hope Federation - RE

	<p>which beliefs might make a _____ think about how they live their life, how they see the world in which they live and how they view others</p>				
<p>5/6</p>	<p><b>What is reconciliation?</b>  <i>H/S Sc. Yr5- A.2 Show awareness that talking about religion and belief can be complex., C Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</i>  <i>H/S Sc. Yr6- A.2 Recognise some areas of controversy when interpreting and explaining the nature of religion and belief, C Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.</i></p>	<p><b>Was Jesus the Messiah?</b>  <i>Th. Yr5- A.1, Describe different sources of authority and how they link with beliefs. A.2 Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. B Describe how events in history and society have influenced some religious and non-religious worldviews C.1 Describe the connections between different beliefs being studied and link them to sources of authority, D Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others</i>  <i>Th. Yr6- A.1 Explain different sources of authority and the connections with beliefs., A.2, Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. B Explain how events in history and society have influenced some religious and non-religious worldviews, C.1 Explain connections different beliefs being studied and link them to sources of authority using theological terms, D Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others</i></p>	<p><b>Is believing in God Reasonable?</b>  <i>Ph, Yr5- A.1 Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence., A.2 Explain some of the different ways in which philosophers understand abstract concepts. , B.1 Explain, using a range of reasons, whether a position or argument is coherent and logical. B.2, Link a range of different pieces of evidence together to form a coherent argument C Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</i>  <i>Ph, Yr6- A.1 Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence , A.2 Begin to analyse and evaluate different ways in which philosophers understand abstract concepts., B.1, Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. B.2, Use well-chosen pieces of evidence to support and counter a particular argument C Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</i></p>	<p><b>Creation and science: conflicting or complementary?</b>  <i>Th. Yr5- A.1, Describe different sources of authority and how they link with beliefs. A.2 Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers., B Describe how events in history and society have influenced some religious and non-religious worldviews C.1 Describe the connections between different beliefs being studied and link them to sources of authority, C.2 Describe some of the key theological similarities and differences between and within religions and worldviews, D Describe ways in which beliefs shape the way _____ view the world in which they live and how they view others</i>  <i>Th. Yr6- A.1 Explain different sources of authority and the connections with beliefs., A.2, Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers. B Explain how events in history and society have influenced some religious and non-religious worldviews, C.1 Explain connections different beliefs being studied and link them to sources of authority using theological terms, C.2 Explain the key theological similarities and differences between and within religions and worldviews, D Explain and discuss how beliefs shape the way _____ view the world in which they live and how they view others</i>  <i>Ph, Yr5- A.1 Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence., A.2 Explain some of the different ways in which philosophers understand abstract concepts. , B.1 Explain, using a range of reasons, whether a position or argument is coherent and logical. B.2, Link a range of different pieces of evidence together to form a coherent argument C Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</i>  <i>Ph, Yr6- A.1 Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence , A.2 Begin to analyse and evaluate different ways in which philosophers understand abstract concepts., B.1, Begin to</i></p>	

# Coverage Map – Hope Federation - RE



				<p><i>analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion. B.2, Use well-chosen pieces of evidence to support and counter a particular argument C Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</i></p>	
--	--	--	--	--	--