

# Grayshott Primary School Curriculum Overview

## Golden Thread Concepts: Community, Belonging, Special, Love

KEY	Christianity		Judaism		Islam	
	Sikhi		Humanism		Multiple faiths	
	Autumn Term		Spring Term		Summer Term	
Reception		<p><b>Jesus' Birth</b></p> <p>Christmas – Jesus' birth (and other celebrations from the children's experiences)</p> <p><b>Step 1- Communicate</b> I can talk about my own celebrations</p> <p><b>Step 2- Apply</b> Why is it important to celebrate the birth of a new baby?</p> <p><b>Step 3- Inquire</b> How is the birth of a baby celebrated?</p> <p><b>Step 4- Contextualise</b> How and why do Christians celebrate the birth of baby Jesus?</p> <p><b>Step 5- Evaluate</b> Is celebrating the birth of Jesus important to Christians?</p> <p><b>Concept:</b> Celebration- Celebrating Birthdays</p>	<p><b>Storytelling</b></p> <p>Stories Jesus Told</p> <p><b>Step 1- Communicate</b> Children talk about their own favourite stories</p> <p><b>Step 2- Apply:</b> What would it be like with no stories to tell?</p> <p><b>Step 3- Inquire</b> What does learning mean?</p> <p><b>Step 4- Contextualise:</b> what can we and those of Christian faith learn from the stories we hear?</p> <p><b>Step 5- Evaluate:</b> Are stories helpful to communicate ideas?</p> <p><b>Concept:</b> Belonging</p>	<p><b>Celebrating new life</b></p> <p>Eggs as a sign of new life</p> <p><b>Step 1- Communicate</b> What do we think about eggs?</p> <p><b>Step 2- Apply</b> Do we all think the same?</p> <p><b>Step 3- Inquire</b> How can eggs be a reminder?</p> <p><b>Step 4- Contextualise</b> How do Christians use eggs as a reminder/ symbol of new life?</p> <p><b>Step 5- Evaluate</b> Do you think eggs are a useful reminder/symbol of new life?</p> <p><b>Concept:</b> Celebration</p>	<p><b>The Gurdwara – Sikhi faith</b></p> <p>Special Places – the church and the gurdwara</p> <p><b>Step 1 – Communicate:</b> What places are special to me</p> <p><b>Step 2 – Apply:</b> People have different special places</p> <p>Step 3 – Inquire: What makes places special?</p> <p><b>Step 4 – Contextualise:</b> Church as a special place for Christians and gurdwara as special place for Sikhi faith</p> <p><b>Step 5 – Evaluate:</b> Is it important to have a special place?</p> <p><b>Concept:</b> Special Places</p>	<p><b>Special clothes</b></p> <p>Special Clothing (Christian, Jewish and others from children's experiences)</p> <p><b>Step 1- Communicate</b> I can talk about my own special clothes</p> <p><b>Step 2- Apply</b> Why is it important to wear special clothes for different situations?</p> <p><b>Step 3- Inquire</b> What does the word special mean?</p> <p><b>Step 4- Contextualise</b> Which special clothes do Christians and Jewish people wear and why?</p> <p><b>Step 5- Evaluate</b> Are wearing special clothes important to Christians and Jewish people?</p> <p><b>Concept:</b> Special</p>
Year 1	<p><b>Harvest</b></p> <p><b>Step 1 Communicate:</b> talk about a celebration that is important to them</p> <p><b>Step 2 Apply:</b> Identify simple examples of how celebration relates to their own and others' lives</p> <p><b>Step 3 Inquire:</b> Talk about what a celebration is and list some features of celebrations</p> <p><b>Step 4 Contextualise:</b> Recognise ways in which Christians celebrate Harvest</p> <p><b>Step 5 Evaluate:</b> Talk about the importance for Christians of celebrating Harvest.</p> <p><b>Concept:</b> Celebration and Thanking</p>	<p><b>Christmas – Journey's End</b></p> <p><b>Step 1 Communicate:</b> talk about their own responses to journey's end in their experience</p> <p><b>Step 2 Apply:</b> identify how different journey's ends relate to their lives</p> <p><b>Step 3 Inquire:</b> identify and talk about different journeys' ends</p> <p><b>Step 4 Contextualise:</b> recognise the journey's end of the characters in the Christmas birth narratives</p> <p><b>Step 5 Evaluate:</b> talk about the importance of the journeys' end to Christians.</p> <p><b>Concept:</b> Belonging and Waiting</p>	<p><b>People Jesus Met</b></p> <p><b>Step 1 Communicate:</b> express creatively their own responses to change</p> <p><b>Step 2 Apply:</b> recognise simple examples of how change affects their own and others' lives.</p> <p><b>Step 3 Inquire:</b> describe in simple terms what change means</p> <p><b>Step 4 Contextualise:</b> simply describe what Christians believe about how Jesus changed people's lives</p> <p><b>Step 5 Evaluate:</b> describe in simple terms why Christians value the idea that Jesus could change lives</p> <p><b>Concept:</b> Change</p>	<p><b>Palm Sunday</b></p> <p><b>Step 1 Inquire:</b> recognise the meaning of welcoming</p> <p><b>Step 2 Contextualise:</b> recognise that Jesus' welcome into Jerusalem on Palm Sunday is remembered by Christians</p> <p><b>Step 3 Evaluate:</b> in simple terms, recognise the value of remembering Jesus' welcome to Christians</p> <p><b>Step 4 Communicate:</b> express creatively their response to welcoming</p> <p><b>Step 5 Apply:</b> recognise how their responses to welcoming relate to their lives.</p> <p><b>Concept:</b> Welcoming</p>	<p><b>Community in Sikhi Faith</b></p> <p><b>Step 1 Communicate:</b> talk about foods that are special to them</p> <p><b>Step 2 Apply:</b> talk about how different foods are important to different people</p> <p><b>Step 3 Inquire:</b> talk about why some foods are special</p> <p><b>Step 4 Contextualise:</b> recognise what Christians think about when they share their special food (bread and wine) (Symbol) talk about how Hindus share their special food (Prashad)</p> <p><b>Step 5 Evaluate:</b> talk about in simple terms why bread and wine is important for Christians/ why Prashad is important for Hindus</p> <p><b>Concept:</b> Community</p>	<p><b>Special Books – Sikhi faith</b></p> <p><b>Step 1 Communicate:</b> talk about in simple terms their response to the concept of specialness in relation to books</p> <p><b>Step 2 Apply:</b> identify simple examples of how and why books can be special to themselves and others</p> <p><b>Step 3 Inquire:</b> talk about simply the meaning of specialness</p> <p><b>Steps 4 Contextualise:</b> Begin to talk about ways in which the Bible is special to Christians and the Guru Granth Sahib to Shiki people</p> <p><b>Steps 5 Evaluate:</b> evaluate the concept by talking about in simple terms the value of these special books to believers.</p> <p><b>Concept:</b> Special</p>

<b>Year 2</b>	<p><b>Special People – Sikhi faith</b></p> <p><b>Step 1 – Inquire:</b> What does special mean?</p> <p><b>Step 2 – Contextualise:</b> Who is special for people of Sikhi faith?</p> <p><b>Step 3 – Evaluate:</b> Why do you think Guru Nanak is special to people of Sikhi faith?</p> <p><b>Step 4 – Communicate:</b> Who is special to us?</p> <p><b>Step 5 – Apply:</b> What difference do special people make to us?</p> <p><b>Concept:</b> <b>Special</b></p>	<p><b>Celebrating from Around the World – Advent and Hanukkah</b></p> <p><b>Step 1 Communicate:</b> Express creatively their own responses to candle flame</p> <p><b>Step 2 Apply:</b> recognise how candle flame relates to their own lives</p> <p><b>Step 3 Inquire:</b> recognise how candle flame is a reminder (a symbol) of important people or events</p> <p><b>Step 4 Contextualise:</b> recognise how candle flames are used at Hanukkah and Advent</p> <p><b>Step 5 Evaluate:</b> In simple terms, recognise something of the value of candle flames in simple terms.</p> <p><b>Concept:</b> <b>Celebrating</b></p>	<p><b>Special Clothes – Sikhi faith</b></p> <p><b>Step 1. Communicate:</b> express creatively their response to their own experiences of <i>special clothes</i></p> <p><b>Step 2. Apply:</b> recognise how their responses to <i>special clothes</i> apply to their own lives</p> <p><b>Step 3. Inquire:</b> recognise the characteristics of <i>special clothes</i></p> <p><b>Step 4. Contextualise:</b> recognise that <i>special clothes</i> are significant in the religion/s studied</p> <p><b>Step 5. Evaluate:</b> in simple terms, recognise something of the value of <i>special clothes</i> in the traditions studied.</p> <p><b>Concept:</b> <b>Special</b></p>	<p><b>Easter</b></p> <p><b>Step 1 Communicate:</b> talk about their own experiences of sad then happy</p> <p><b>Step 2 Apply:</b> identify feelings of sadness/happiness in different situations and for different people</p> <p><b>Step 3 Inquire:</b> identify and talk about the concepts of sadness and happiness</p> <p><b>Step 4 Contextualise:</b> recognise how sadness and happiness are significant in the Easter story</p> <p><b>Step 5 Evaluate:</b> talk about the importance of the feelings of sadness and happiness to Christians when they remember the Easter story</p> <p><b>Concepts:</b> <b>Love/Sad &amp; happy</b></p>	<p><b>Stories from the 6 major religions</b></p> <p><b>Step 1 Inquire:</b> Describe in simple terms what a story is</p> <p><b>Step 2 Contextualise:</b> Simply describe how story is used by religious people</p> <p><b>Step 3 Evaluate:</b> Describe in simple terms the value of story to religious people</p> <p><b>Step 4 Communicate:</b> Describe simply their response to story</p> <p><b>Step 5 Apply:</b> Identify simple examples of how their response to story affects their own and others' lives</p> <p><b>Concept:</b> <b>Story</b></p>	<p><b>Ideas about God</b></p> <p><b>Step 1 Communicate</b> express creatively their own responses to the concept of God</p> <p><b>Step 2: Apply</b> recognise simple examples of when they and others think about God</p> <p><b>Step 3: Inquire</b> identify and describe in simple terms the concept of God</p> <p><b>Step 4: Contextualise</b> simply describe ways in which the concept of God is expressed in Christianity, Judaism (and Hinduism)</p> <p><b>Step 5: Evaluate</b> describe in simple terms the value of God to Christians, Jewish people and Hindus.</p> <p><b>Concept:</b> <b>God</b></p>
<b>Year 3</b>	<p><b>Trees across religions</b></p> <p><b>Step 1 Communicate</b> describe their own response to trees as symbols</p> <p><b>Step 2 Apply</b> describe examples of when the tree symbol is used/is useful</p> <p><b>Step 3 Inquire</b> describe what the word symbol means</p> <p><b>Step 4 Contextualise</b> describe how the symbol of a tree is used in Christianity and Hinduism</p> <p><b>Step 5 Evaluate</b> describe the importance of the tree as a symbol to Christians and Hindus</p> <p><b>Concept:</b> <b>Trees</b></p>	<p><b>Angels</b></p> <p><b>Step 1: Communicate:</b> describe their own responses to angels</p> <p><b>Step 2: Apply:</b> describe examples of how their responses to angels are or can be applied to their own and others' lives</p> <p><b>Step 3: Inquire:</b> describe the concept of angels</p> <p><b>Step 4: Contextualise:</b> describe how beliefs about angels are expressed by Christians</p> <p><b>Step 5: Evaluate:</b> evaluate the concept of angels by describing its value to Christians and by describing an issue raised.</p> <p><b>Concept:</b> <b>Angels</b></p>	<p><b>The Torah</b></p> <p><b>Step 1 Inquire:</b> express creatively their response to <i>special books</i></p> <p><b>Step 2 Contextualise:</b> recognise how responses to <i>special books</i> are different in different situations and for different people.</p> <p><b>Step 3 Evaluate:</b> simply describe the concept of <i>special book</i></p> <p><b>Step 4 Communicate:</b> Inquire: simply describe ways in which Christians show that the Bible is special and Jewish people show that the Torah is special for them</p> <p><b>Step 5 Apply:</b> in simple terms discern something of the value of how the Bible is special to Christians and how the Torah is special for Jewish people</p> <p><b>Concept:</b> <b>Authority</b></p>	<p><b>Changing emotions – Easter</b></p> <p><b>Step 1 Inquire:</b> describe what emotions are including Trust, Forgiveness, Hope and Reconciliation</p> <p><b>Step 2 Contextualise:</b> Describe where these emotions can be seen in the lives of Jesus and the disciples in the approach to Easter – Holy Week</p> <p><b>Step 3 Evaluate:</b> Describe the importance of Holy Week for a Christian</p> <p><b>Step 4 Communicate:</b> Express creatively what these emotions mean from a personal response</p> <p><b>Step 5 Apply:</b> Describe how their own response can impact their own lives and the lives of others</p> <p><b>Concept:</b> <b>Love</b></p>	<p><b>Places of Worship</b></p> <p>Christian and Hindu</p> <p><b>Step 1. Inquire</b> Children can describe what people mean by sacred</p> <p><b>Step 2. Contextualise</b> Children can describe a sacred place which is significant to believers</p> <p><b>Step 3. Evaluate</b> Children can describe the value of sacred places to and believers and to themselves</p> <p><b>Step 4. Communicate</b> Children can express a personal response to the concept of sacred by reflecting on whether there is a sacred place in their own lives</p> <p><b>Step 5. Apply</b> Children can describe how sacred places can affect their own and others' lives</p> <p><b>Concepts:</b> <b>Sacred/special</b></p>	<p><b>Jewish traditions</b></p> <p><b>Step 1 Communicate:</b> talk about their own responses to <i>belonging</i></p> <p><b>Step 2 Apply:</b> identify how their response to the idea of <i>belonging</i> relates to their own lives.</p> <p><b>Step 3 Inquire:</b> identify and talk about the concept of <i>belonging</i></p> <p><b>Step 4 Contextualise:</b> recognise how Jewish people show that they <i>belong</i> to the Jewish faith</p> <p><b>Step 5 Evaluate:</b> talk about the importance of <i>belonging</i> to Jewish people, and identify an issue raised.</p> <p><b>Concept:</b> <b>Belonging as identity</b></p>
<b>Year 4</b>	<p><b>Neighbour</b></p> <p><b>Step 1 Inquire:</b> Children can accurately describe the concept of <i>neighbour</i>.</p> <p><b>Step 2 Contextualise:</b> Children can accurately describe how <i>neighbour</i> is contextualised within Christianity.</p> <p><b>Step 3 Evaluate:</b> Children can discern and describe the value of <i>neighbour</i> to Christians. Discern and describe the possible value for their own lives &amp; communities.</p> <p><b>Step 4 Communicate:</b> Children express creatively as well as describe their responses to <i>neighbour</i>.</p> <p><b>Step 5 Apply:</b> Children recognise and describe how their responses to <i>neighbour</i> can be applied in their own lives and the lives of others.</p> <p><b>Concept:</b> <b>Community</b></p>	<p><b>Sukkot</b></p> <p><b>Step 1 Communicate:</b> express creatively as well as describe their own responses to <i>rituals</i> in their experiences</p> <p><b>Step 2 Apply:</b> describe how their responses to <i>rituals</i> can be applied to and others' lives.</p> <p><b>Step 3 Inquire:</b> accurately describe the meaning of <i>ritual</i></p> <p><b>Step 4 Contextualise:</b> describe how the rituals practised by Jewish people during sukkot</p> <p><b>Step 5 Evaluate:</b> discern the significance of the concept of <i>ritual</i> by describing the value of Sukkot rituals for Jewish people and by reflecting on this for themselves.</p> <p><b>Concept:</b> <b>Ritual</b></p>	<p><b>Myth</b></p> <p><b>Step 1 Inquire:</b> describe the meaning of myth</p> <p><b>Step 2 Contextualise:</b> describe the ways in which myths reveal the beliefs and values of the religions studied</p> <p><b>Step 3 Evaluate:</b> evaluate the concept myth by describing the value of myth to believers and by describing an issue raised</p> <p><b>Step 4 Communicate:</b> describe their own responses to myth</p> <p><b>Step 5 Apply:</b> describe how their responses to myth can be applied in their own and others' lives.</p> <p><b>Concept:</b> <b>Myth</b></p>	<p><b>Passover</b></p> <p><b>Step 1 Communicate:</b> express creatively as well as describe their own responses and feelings to the concept of <i>freedom</i></p> <p><b>Step 2 Apply:</b> recognise and describe how their responses to <i>freedom</i> can be affected by different circumstances</p> <p><b>Step 3 Inquire:</b> accurately describe the meaning of <i>freedom</i></p> <p><b>Step 4 Contextualise:</b> accurately describe how <i>freedom</i> is expressed in Judaism</p> <p><b>Step 5 Evaluate:</b> discern and describe the value of <i>freedom</i> to Jewish people and the possible value for themselves and their communities</p> <p><b>Concept:</b> <b>Freedom</b></p>	<p><b>Stones across religions</b></p> <p><b>Step 1. Inquire:</b> describe the meaning of symbol</p> <p><b>Step 2. Contextualise:</b> describe how stones are used as symbols in religious practice and writings</p> <p><b>Step 3. Evaluate:</b> describe stones as symbols by explaining the value of their symbolism to Christians, Muslims or Buddhists and describing some issues raised</p> <p><b>Step 4. Communicate:</b> describe their own responses to stones as symbols</p> <p><b>Step 5. Apply:</b> describe examples of how their responses to stones as symbols can be applied to their own and others' lives.</p> <p><b>Concept:</b> <b>Stones as Symbols</b></p>	<p><b>Different Traditions</b></p> <p><b>Step 1 Inquire:</b> explain a variety of ideas about the concept of <i>God</i></p> <p><b>Step 2 Contextualise:</b> explain how Christians and Muslims interpret ideas about God/Allah</p> <p><b>Step 3 Evaluate:</b> evaluate the concept by explaining the value of the concept of God for believers</p> <p><b>Step 4 Communicate:</b> explain their own responses to the concept <i>God</i></p> <p><b>Step 5 Apply:</b> explain examples of how their responses can be applied to their own and others' lives.</p> <p><b>Concept:</b> <b>Special as God</b></p>

Year 5	<p><b>Shahada and Salat</b></p> <p><b>Step 1 Inquire:</b> express a personal response to the concept of belonging, and give examples of how belonging might affect their own lives.</p> <p><b>Step 2 Apply:</b> describe how belonging can be applied in their own and others' lives.</p> <p><b>Step 3 Inquire:</b> describe what it means to belong to something.</p> <p><b>Step 4 Contextualise:</b> describe how belonging is important to Muslims.</p> <p><b>Step 5 Evaluate:</b> evaluate, by describing, the importance to believers and to themselves of belonging.</p> <p><b>Concept: Belonging</b></p>	<p><b>Christmas - The Two Birth Narratives</b></p> <p><b>Step 1 Inquire</b> explain the meaning of the word interpretation</p> <p><b>Step 2 Contextualise</b> explain why there are two interpretations of the story of the birth of Jesus in the Bible</p> <p><b>Step 3 Evaluate</b> explain the value of the two interpretations for Christians and describe some issues raised</p> <p><b>Step 4 Communicate</b> explain a personal response to the way in which different interpretations of situations have been evident in their own experience</p> <p><b>Step 5 Apply</b> explain how their ideas about interpretation may affect their experiences and others' experiences.</p> <p><b>Concept: Interpretation</b></p>	<p><b>The Golden Rule</b></p> <p><b>Step 1 Inquire:</b> Explain what the concept of a Golden Rule is.</p> <p><b>Step 2 Contextualise:</b> Explain how Humanists might use the concept in their own lives.</p> <p><b>Step 3 Evaluate:</b> Explain why it is/is not important for Humanists to use the concept. Explain if the concept is important to you or not.</p> <p><b>Step 4 Communicate:</b> Explain their own Golden Rules for their lives.</p> <p><b>Step 5 Apply:</b> Explain the use of their own Golden Rule in different situations.</p> <p><b>Concept: Love</b></p>	<p><b>The Christian story</b></p> <p><b>Step 1 Inquire:</b> explain the concept of salvation</p> <p><b>Step 2 Contextualise:</b> explain how the Christian Story expresses the concept of salvation</p> <p><b>Step 3 Evaluate:</b> evaluate the concept of salvation by explaining its value to Christians and by describing some issues raised</p> <p><b>Step 4 Communicate:</b> explain their own responses to the concept of salvation</p> <p><b>Step 5 Apply:</b> explain examples of how their responses to salvation can be applied to their own and others' lives.</p> <p><b>Concepts: Salvation</b></p>	<p><b>Places of worship</b></p> <p><b>Step 1 Inquire:</b> explain the significance of sacred places for different people</p> <p><b>Step 2 Contextualise:</b> describe and explain features of a church which create a sense of sacred. Describe and explain the features of a mosque which create a sense of sacred</p> <p><b>Step 3 Evaluate:</b> Describe the value of a sacred place to believers and to themselves</p> <p><b>Step 4 Communicate:</b> express a personal response to the concept of sacred by reflecting on whether there is a sacred place in their own lives</p> <p><b>Step 5. Apply:</b> Children can describe how sacred places can affect their own and others' lives</p> <p><b>Concept: Sacred places (special)</b></p>	<p><b>Hajj and Zakat</b></p> <p><b>Step 1 Inquire:</b> explain the meaning of Umma.</p> <p><b>Step 2 Contextualise:</b> explain how aspects of Muslim practice and belief develop a sense of Umma.</p> <p><b>Step 3 Evaluate:</b> evaluate the concept of Umma by explaining the value to Muslims and identifying and explaining situations or issues that may arise in relation to Umma .</p> <p><b>Step 4 Communicate:</b> explain their own response to Umma and to the idea of community.</p> <p><b>Step 5 Apply:</b> explain examples of how their responses and ideas affect the way they behave in the communities they and others belong to.</p> <p><b>Concept: Umma (community)</b></p>
Year 6	<p><b>The Qur'an</b></p> <p><b>Step 1 Inquire:</b> accurately explain the meaning of peace</p> <p><b>Step 2 Contextualise:</b> accurately explain the significance of peace through submission for Muslims</p> <p><b>Step 3 Evaluate:</b> discern the value of peace by exploring the value to Muslims, and to themselves, identifying and explaining situations or issues that may arise in relation to peace</p> <p><b>Step 4 Communicate:</b> respond creatively and begin to explain a personal response to peace from their own experience Step</p> <p><b>5 Apply:</b> explain examples of how their responses and ideas about peace affect the way they and others behave.</p> <p><b>Concept: Peace</b></p>	<p><b>An Extraordinary Baby</b></p> <p><b>Step 1 Inquire</b> accurately explain the Christian concept of incarnation</p> <p><b>Step 2 Contextualise</b> accurately explain how the birth narratives reflect the incarnation for Christians</p> <p><b>Step 3 Evaluate</b> discern the value of the incarnation for Christian believers and discern the possible value for themselves and others</p> <p><b>Step 4 Communicate</b> respond creatively as well as begin to explain a personal response to the concept of incarnation</p> <p><b>Step 5 Apply</b> explain some examples of how the idea of incarnation might affect their own and others' lives.</p> <p><b>Concept: Incarnation</b></p>	<p><b>Wudu and Eid al Fitr and Eid al Adha</b></p> <p><b>Step 1- Inquire</b> Explain the meaning of the word <i>ritual</i></p> <p><b>Step 2- Contextualise</b> Explain why <i>ritual</i> is significant for Muslims during the festival of Ramadan.</p> <p><b>Step 3- Evaluate</b> Explain why <i>ritual</i> is significant for Muslims during the festival of Eid-ul-Fitr.</p> <p><b>Step 4- Communicate</b> Express an opinion on the significance of <i>ritual</i> within a Ramadan and Eid-ul-Fitr.</p> <p><b>Step 5- Apply</b> Express a personal response to the way in which <i>ritual</i> is evident in their own experiences.</p> <p><b>Concept: Ritual</b></p>	<p><b>The empty cross</b></p> <p><b>Step 1 Inquire:</b> Children can accurately explain what people mean by resurrection.</p> <p><b>Step 2 Contextualise:</b> Children can accurately explain how resurrection is significant within the Easter story and how this is expressed through art.</p> <p><b>Step 3 Evaluate:</b> Children can discern the value of people's interpretations of resurrection</p> <p><b>Step 4 Communicate:</b> Children can respond creatively as well as explain their own response to the concept of resurrection through painting</p> <p><b>Step 5 Apply:</b> Children can explain some examples of how people will have different ideas about the concept of resurrection.</p> <p><b>Concept: Resurrection</b></p>	<p><b>Sewa</b></p> <p><b>Step 1 Inquire:</b> explain the concept of service</p> <p><b>Step 2 Contextualise:</b> explain how service is shown in the Sikh religion</p> <p><b>Step 3 Evaluate:</b> the concept of service by explaining its value</p> <p><b>Step 4 Communicate:</b> explain their own response to service</p> <p><b>Step 5 Apply:</b> explain examples of how service is applied in their own live and that of others</p> <p><b>Concept: Love</b></p>	<p><b>River of life Humanism</b></p> <p><b>Step 1 Inquire:</b> explain why people might use the concept of River of life to explain their own life</p> <p><b>Step 2 Contextualise:</b> explain how Humanists might use the concept to show what they believe</p> <p><b>Step 3 Evaluate:</b> explain why it is/is not important for Humanists to use the concept</p> <p>Step 4 explain their own River of life in a way that is meaningful to them</p> <p><b>Step 5 Apply:</b> explain situations that were important for them.</p> <p><b>Concept: River of Life</b></p>