

 <p>HE DESERVES IT! LET HIM HAVE IT!! NO-ONE WILL KNOW IT WAS YOU!</p> <p>...WHAT?!!</p> <p>BE ALTRUISTIC ACT ONLY ON THE MAXIM OF NATURAL LAW!</p> <p>BASIL STRUGGLES TO COME TO TERMS WITH ETHICAL THEORY</p>	<h2>RE Unit 2.12 for Year 5</h2> <h1>What can we learn from religions about temptation?</h1>
	<p>Wolverhampton SACRE</p> <p>Support for the Agreed Syllabus</p> <p>This unit is one of a series of examples written for Wolverhampton SACRE and teachers of RE by consultant Lat Blaylock of RE Today Services</p>

TITLE: What can we learn from religions about temptation? Year 5

ABOUT THIS UNIT:

This unit enables pupils to engage thoughtfully with questions of good and evil, right and wrong through thinking about temptation. The focus is on Islamic and Christian understandings of good and evil and provides for dramatic, musical and personal ways of learning. Pupils will become familiar with stories of temptation and ritual practice from Islam and Christianity, and will also be enabled to think for themselves about questions to do with morals, choices and the impact of our behaviour on others. Pupils are encouraged to consider what can be learned from stories, examples and teachings of the Muslims and the Christians, referring to their own experiences, beliefs, commitments and values.

Estimated time for this unit: 10 hours. It is recognised that this unit may provide more teaching ideas than a class will cover in 10 hours. Teachers are invited to plan their own use of some of the learning ideas below, ensuring depth of learning rather than covering everything.

Where this unit fits in:

This unit will help teachers to implement the Wolverhampton Agreed Syllabus for RE by providing them with well worked examples of teaching and learning about the theme of temptation that focus on the concepts of values and commitments and the examples of the Lord Jesus and the Prophet Muhammad (PBUH). This unit contributes to the continuity and progression of pupils' learning by providing opportunities for deepening awareness of choice and its consequences. The unit builds, in particular, upon the learning from the Y3/4 unit on values in Christianity and Humanism.

The unit anticipates a further study of ethics in secondary RE. The sequence of learning is designed to enable pupils to show progress lesson by lesson and term by term in relation to RE's statutory outcomes, from the syllabus.

KEY STRANDS ADDRESSED BY THIS UNIT

- Religious practices and ways of life
- Questions of values and commitments

ATTITUDES FOCUS: the unit provides opportunities for the development of these attitudes:

- becoming increasingly aware of the impact their behaviour can have on others
- developing a willingness to learn from Muslim and Christian ideas
- engaging in positive discussion and debate about what is right and wrong, good and bad.

Contributions to spiritual, moral, social and cultural development of pupils:

This unit enables pupils to develop:

- **Spiritually** by engaging with ideas about how trust in God or submission to God has an impact on the ways we behave.
- **Morally** by exploring the moral choices we make throughout the unit, examining ideas of choice, responsibility and goodness for every child.

Background information for the teacher:

Many religious traditions offer a moral path, suggesting why we experience the desire to do wrong, or hurt others, and how to deal with that experience for the good of all.

- **In Christian thinking**, temptation is the battle between good and evil played out in life. God, by the Holy Spirit, provides strength and guidance for the actions of goodness, but humans are free, and often choose the wrong action or the attitude that is selfish. Jesus was tempted

himself, and lived a human life making good choices and doing good. His example is a pattern for Christians to try and follow.

- **In Muslim thinking**, the Shaytan / devil whispers to people asking them to choose what is wrong, but Allah provides guidance in the Holy Qur'an and through the exemplary life of the Prophet to 'show us the straight path' (this sentence is prayed 5 times daily. Humans must submit to Allah's will and guidance, and this submission is symbolized in prayer, and the ritual at Makkah of 'stoning the devil' – rejecting evil and building up determination to do good.

EXPECTATIONS	
At the end of this unit	
Nearly all pupils will be able to...	<ul style="list-style-type: none"> • Retell the story of Jesus' temptations, or another story of temptation • Identify some times when children are tempted to do things wrong • Talk thoughtfully about the ritual of 'stoning the devil' on the Muslim pilgrimage to Makkah • Respond sensitively to ideas about resisting a temptation
Many pupils will be able to...	<ul style="list-style-type: none"> • Describe some things Muslims or Christians think are wrong, and some things they think are good. • Use the vocabulary of the unit such as dilemma, temptation, resist, give in, commit, good and bad, right and wrong • Make links between the teachings of one of the religions studied and the way people might choose to behave
Some pupils will be able to ...	<ul style="list-style-type: none"> • Use a widening religious vocabulary to show that I understand what Christians think about temptation and what Muslims think about temptation • Apply ideas from religion to questions such as: what should we do when we are tempted to hurt someone? How can people make good choices instead of bad choices? • Raise and begin to answer questions about temptation of their own, referring to religious ideas, examples and teachings
ASSESSMENT SUGGESTIONS:	
<p>A formal assessment of each pupils' work is neither required nor desirable for every RE unit. Continuing use of assessment for learning methods is best.</p> <p>Teachers can assess this work by setting a learning task towards the end of the unit. The task aims to elicit engaged and reflective responses to the material studied throughout the unit across the ability range.</p> <p>Possible task: Reflect on the questions: in what ways would believers say God could help people when they are tempted? What are my ways of dealing with temptation? What helps me to 'not give in'? Give pupils some scenarios in which people find out about some problems to do with right and wrong in: a) a school b) a court c) a family d) among friends</p> <p>Ask them to explain (in pairs):</p> <ul style="list-style-type: none"> • What is good and bad about the way people behave in these problem situations? • What would Muslims and Christians say about the behaviour, and why? • How would the victims feel? • What would make them feel better? • How could the temptation have been resisted? • What would have happened if it had been resisted? <p>Pupils could do three different examples of these questions relating to family, school and City.</p> <p>G&T: To extend this work, ask pupils to explore attitudes to temptation, goodness and evil in another religious tradition, and identify some similarities and differences between the faiths studied.</p>	

Prior learning	Vocabulary	Resources
<p>It would be helpful if pupils have:</p> <ul style="list-style-type: none"> • A basic grasp of Muslim and Christian identity. ▪ Some prior knowledge of key stories from these religions 	<p>In this unit, pupils will have an opportunity to use words and phrases related to:</p> <p>Christianity Jesus Gospel Temptation</p> <p>Islam Allah Submission Shaytan Stoning the Devil</p> <p>The language of shared human experience Moral choice Good and evil Right and wrong Temptation</p>	<ul style="list-style-type: none"> ▪ The film 'The Miraclemaker' has a good dramatization of the Temptations of Jesus. ▪ The BBC video 'Watch' on Islam follows a pilgrim to Makkah. ▪ 'Testament', a biblical video series includes an excellent program on Creation and Flood. Available from Religious and Moral Education Press (RMEP). ▪ 'Stories of the Prophets from the Qur'an' are well told and authentically Islamic: from Iman Publishing, 113 Rickmansworth Road, Watford WD18 7JD. ▪ Movies such as Spy Kids, Simba's Pride, A Bug's Life, Toy Story 2, Monsters Inc or Harry Potter can all provide, in short clips, interesting examples of empathic character who face temptation and make a moral choice for this unit. ▪ Some schools keep a 'late book' in which pupils write their excuses for being late. It is a fun source for an introduction to the ways we wriggle when we have done wrong. <p>Starting points for good RE resources</p> <ul style="list-style-type: none"> ▪ The National Association of Teachers of RE (NATRE) has an excellent web starting point for these issues: http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/ enables pupils to view and judge numerous works of pupil art on key religious and spiritual ideas from young people. ▪ The websites of REToday and NATRE are useful places for extra resources: www.retoday.org.uk and www.natre.org.uk Join NATRE for access to over 1500 downloads for your RE. ▪ The NATRE shop is a good place to find and buy quality teacher resources for this unit: www.shop.natre.org.uk ▪ The BBC's clip bank is a major source for short RE films that can be accessed online and shown free: https://www.bbc.co.uk/teach/ks2-religious-studies/z6pbqp3 ▪ BBC Bitesize RE for KS2 is also a good starting point: https://www.bbc.co.uk/bitesize/subjects/z7hs34j ▪ The best gateway for RE sites is: www.reonline.org.uk ▪ TrueTube has some useful video for RE at KS2: https://www.truetube.co.uk/list?content%20types=film&keystages=key%20stage%202&page=1& ▪ You can find and use searchable sacred texts from many religions at: www.ishwar.com ▪ Cumbria SACRE share their excellent resources for free online – links to dozens of good virtual tours of sacred buildings. https://www.cdec.org.uk/use-our-resources/films-and-virtual-tours/virtual-tours/ ▪ Artefacts for RE: RE On Demand, https://www.reondemand.co.uk/ and Religion in Evidence https://www.tts-group.co.uk/primary/re/ both supply a range of artefacts and other RE resources from each faith. ▪ There are about 40 free stories with learning ideas on the NATRE site. Start here, but look at the stories religion-by-religion as well: https://shop.natre.org.uk/category/stories.misc.pr <p>Practical ideas-filled books</p> <ul style="list-style-type: none"> ▪ RE Today has several series of books for teachers which are full of ideas for active classroom practice. These include: <ul style="list-style-type: none"> ○ Inspiring RE: a book about each religion and about living without God

		<ul style="list-style-type: none"> ○ Big Questions, Big Answers: 6 books using different methods to explore religions and worldviews ○ RE Ideas: a series of twelve 32 page classroom books addressing major needs in RE with practical lesson ideas. <p>Christians</p> <ul style="list-style-type: none"> ▪ Good quality information and learning ideas on Christianity: http://request.org.uk/restart/ ▪ Christianity Explored: https://www.christianityexplored.org/ ▪ Church of England beliefs outlined: https://www.churchofengland.org/our-faith/what-we-believe ▪ RE:Online – Christianity subject knowledge: https://www.reonline.org.uk/subject-knowledge/christianity/ ▪ Understanding Christianity: http://www.understandingchristianity.org.uk/ <p>Muslims</p> <ul style="list-style-type: none"> ▪ Free educational presentations on the topic of Islam delivered by: ▪ www.discoverislam.co.uk (Free REISLAM Teaching resources) ▪ www.reislam.co.uk (Free REISLAM Teaching resources) ▪ Understanding Islam and Christian-Muslim Relations - Dr Chris Hewer: https://www.chrishewer.org/
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LEARNING INTENTIONS Pupils should learn:	IMPLEMENTATION: TEACHING AND LEARNING	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can...	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
Temptation: what's that?			
Pupils will be enabled to learn to think carefully about temptation and the ways we choose what is right or wrong.	<ul style="list-style-type: none"> • Dare I eat? One teacher began this unit with some jelly babies on a plate and two children role playing a discussion: would it be OK to take one each? "There are lots. No one would miss them. Maybe they have been left here." Then a single child role plays the inner dialogue, with two other children acting as 'good angel / bad angel' to advise him or her: "go on take one, or no you shouldn't they belong to someone else". These simple role play activities bring alive the topic of temptation for the pupils, through a 'close to home' example. Teachers who use a strategy like this will find themselves referring back to it at many points in the unit. • What is temptation? Pupils identify, discuss or role play some situations where they might be tempted to do wrong, for example regarding dishonesty, unkindness, bullying, cheating, fighting or theft. • What religious stories speak about temptation? Reading, discussing and analysing some stories about temptation. E.g: the temptation of Adam and Eve in the Garden of Eden (Genesis 3), the temptations of Jesus (Matthew 4), the Islamic custom of 'Stoning the Devil' on pilgrimage to Makkah, which symbolizes the rejection of evil during the 'once in a life time'; experience of Hajj / pilgrimage to Makkah, contemporary stories of moral choice. (Art work and video may help with these explorations, so you could set artistic or storyboarding activities for pupils based upon the stories) • What do we mean by 'being tempted'? Working in pairs to define temptation, to list some temptations common to children, to explain what is wrong about giving in to temptation. Share the work in class circle time. • How do Christians and Muslims try to resist temptation? Consider how people deal with temptation: by prayer, will power, determination, threats, support and other means. What helps a child to make good choices? 	<p>I can suggest some meanings in Muslim and Christian stories about temptation (all)</p> <p>I can give a sensitive response to temptation stories (all)</p> <p>I can describe some Muslim or Christian responses to temptation (many)</p> <p>I can outline what temptation means from different viewpoints (some)</p>	This unit can be very lively if teachers and pupils use their own experiences and fictions they create, ideas from around school and from the news.

LEARNING INTENTIONS Pupils should learn:	Teaching and Learning	IMPACTS: LEARNING OUTCOMES Pupils to be able to say "I can...	WIDER LEARNING OPPORTUNITIES / POINTS TO NOTE
Reacting to temptation: how do people deal with it?			
Pupils will be enabled to: <ul style="list-style-type: none"> • predict the consequences of good and bad choices, • explore and take opportunities for their own moral development 	<ul style="list-style-type: none"> • Can God help when people are tempted? Examine some prayers for God's help (use some text approaches from literacy to get to the meanings) and think about some ways people ask God for help in living the good life. • Who gets tempted in the movies? Who resists evil? Ask pupils to think of the heroes in 6 recent or favourite movies. For each hero, get them to note any examples of where temptation, fighting evil, making good choices or forgiving are seen. Apply the thinking from the activities above to this 'raw material' in discussion or writing. Watch a clip or two from the movies, and stop them where the choices are being made. Can pupils predict what happens when we make good or bad choices in the movies? And in life? • Is it as bad to speak nastily as to act nastily? Talk about 'talking temptations': the desire to say hurtful, untrue or offensive words. Why can this be wrong? What advice do Muslims and Christians offer about this? 	I can respond sensitively for myself to questions about right and wrong (all) I can describe examples of temptation, resisting temptation and giving in to temptation (many). I can describe how temptation can affect how people live, giving some examples (some)	It's always important to explore different views in the class - good teaching will welcome those who say God can, and God cannot, help when people are tempted.

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Consequences: what happens if you give in to temptation?			
<p>Pupils will be enabled to compare the consequences of what we say and do for other people, thinking about the impact of our choices.</p> <p>Pupils will gain and use a growing vocabulary of new words which help them explore moral questions.</p>	<p>What happens when people give in to temptation?</p> <ul style="list-style-type: none"> • Consequences: Use some situations of temptation to ask 'what if...?' • Give pupils the first paragraph of some simple stories about making choices. Ask them in pairs to develop two endings, which show the consequences of good choices or of bad choices. • Dilemmas might include: <ul style="list-style-type: none"> ○ giving to charity or spending on yourself ○ going out of your way to help someone others dislike ○ taking what is not yours, ○ speaking kindly or unkindly, ○ healthy or unhealthy eating, ○ being truthful or telling fibs, ○ obeying parents or being disobedient ○ working hard or being lazy ○ being greedy or being generous ○ keeping a secret for a friend, or gossiping ○ forgiving, or holding a grudge ○ saying sorry when you're wrong, or refusing to do this <p>...and many more.</p>	<p>I can talk about what happens when I give in to temptations (all)</p> <p>I can make links between actions and consequences in my own life and in examples from stories (many)</p> <p>I can apply what I have learnt about temptation in religions to my own experiences of facing and dealing with temptation (some)</p>	<p>Dilemmas are a powerful tool in this unit. They open up the idea of consequences very forcefully</p>

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Forgiveness: can it help people to be good?			
<p>Pupils can learn how and why forgiveness works to mend broken friendships or relationships, and be aware that forgiveness is not easy, but costly.</p> <p>Pupils will gain and use a growing vocabulary of new words which help them explore moral questions.</p>	<p>Is it good to forgive?</p> <ul style="list-style-type: none"> • Talk about forgiveness. When someone does the wrong thing, what can lead to forgiveness? • Ask pupils to add a 'chapter' to the activity above in which giving in to temptation leads to bad consequences, but forgiveness is also part of the story. • Share the stories they have created in groups, drama or in circle time. Talk about the small daily forgiveness that all friends do for each other, and about the times when forgiveness might be very hard and difficult. It is helpful to talk about the cost or value of forgiveness, and the power of 'sorry'. • Ask pupils to think about whether forgiving someone makes them likely to 'do it again' or to 'change their ways.' It can go both ways! • Hear and respond to some surprising or amazing stories of forgiveness e.g. those found at www.theforgivenessproject.org or http://theforgivenessproject.com/ 	<p>I can respond sensitively to the idea of forgiveness (all)</p> <p>I can make my own links between religious teaching, saying sorry and being forgiven (many)</p> <p>I can describe how forgiveness might affect the way a believer lives, making links to my own experiences (some)</p>	<p>This lesson has good links to SEAL programmes and to developing emotional intelligence.</p>

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Dramatic temptations: explore in a group			
<p>Pupils will be enabled to apply their own emotional intelligence to moral dilemmas and questions of good and bad.</p> <p>Pupils will gain and use a growing vocabulary of new words which help them explore moral questions.</p>	<p>Can pupils make a drama out of a temptation?</p> <ul style="list-style-type: none"> • Begin the drama session by playing a body language game, 'sculptor and clay'. • In pairs, one pupil sculpts the clay of the other pupil into different statues: one for making a hard choice, two for enjoying good times, three for regretting or being sorry, four for feeling forgiven. • After doing each one, have the sculptors sit down, while the teacher walks round the gallery of sculptures and comments on what is expressed in each one. <p>Developing drama improvisations in small groups.</p> <ul style="list-style-type: none"> • Give each group a saying to use as a title from Christian or Islamic scripture such as 'Be kind to one another', 'Do not steal', 'Love your enemies and do good to those who pick on you' (Christian) or 'Adam's children are the limbs of one another,' 'If two parties start to fight, then make peace between them' (Muslim). • Ask them to develop two scenes, one in which the temptation is resisted, the other where someone gives way. Perform and discuss the issues raised. Relate this to forgiveness too. • Ask pupils to write a structured piece after this work: What did you do? What did you learn? What do Christians think? What does Islam teach? 	<p>I can take part in a group and discuss ideas about temptation (all)</p> <p>I can make links between teachings about temptation and Muslim and Christian beliefs and values (many);</p> <p>I can describe some similarities and differences between Christian and Muslim teachings on temptation (some)</p>	<p>Again, strong SEAL links are obvious here.</p> <p>Don't be tempted to miss out the sayings from the faiths: they are at the heart of this RE lesson.</p>

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Christians and Muslims: wisdom on temptation?			
<p>Pupils will be enabled to respond sensitively to different needs and wants, taking account of the values supported by the Muslim and / or Christian communities.</p> <p>Pupils will gain and use a growing vocabulary of new words which help them explore moral questions.</p>	<p>What do religious people say about temptation?</p> <ul style="list-style-type: none"> Ask a visitor from Christianity or Islam what their religion teaches about what is good, about temptation, and about how to do good. If you can't get a visitor to come, generate the questions children would like to ask, and get them to research simple answers as well. <p>Learn from Muslim ritual: stoning the devil.</p> <ul style="list-style-type: none"> Remind the pupils about the custom of 'stoning the devil' on pilgrimage. On the pilgrimage to Makkah, Muslims collect 21 tiny stones, and throw them, 7 each, at three pillars to reject evil and to pursue a life of submission to God. Find out about the ritual and the story that goes with it. The Jamarats, the three pillars, are now industrialised, so that the millions of stones used by the pilgrims can be recycled – look for an image on google, and share it through a visual learning strategy with pupils. Ask pupils what bad things they would 'throw out' of the city, their school or perhaps their own lives. Talk about the idea of rejecting evil: how can people do this? What or who helps them? <p>Learn from Christian ritual: the sacrament of reconciliation</p> <ul style="list-style-type: none"> This sacrament, specially used in Roman Catholic communities, makes links between God's forgiveness and confession. Explore the ritual, and also the idea that 'saying sorry' is essential for forgiveness. A person sits with a Priest, and confesses what they have done wrong, saying that they are sorry, and will change in the future. The priest tells them about God's forgiveness. There is a prayer to say that God and the penitent person are re-united by god's generosity (grace). You might listen to a song of apology: 'Sorry seems to be the hardest word' by Elton John is easily available, but there are many suitable examples. How do people feel when they take part in the Sacrament of Reconciliation (which used to be called confession)? 	<p>I can give one example of religious teaching about forgiveness (all)</p> <p>I can make links between my own values and experience and the stories, rituals and commitments of Muslims and Christians to fighting temptation (many).</p> <p>I can analyse why forgiveness is so hard reasonably (some)</p>	<p>Parents are often good visitors from inside a faith. Try to find mums and dads willing to come and answer simple questions and prepare for them by learning about what makes a good question.</p>

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What are my intentions? Do I want to be a good person? Do I want to be able to resist temptation?			
<p>Pupils will be enabled to use religious stories as a starting point for reflection and discussion of their own attitudes.</p> <p>Pupils will gain and use a growing vocabulary of new words which help them explore moral questions.</p>	<p>Who is good to me? Can I be good for others?</p> <ul style="list-style-type: none"> • Use a 'stilling' exercise to get pupils to think quietly for themselves about those who do good to them, and about temptations they have faced. • Set an art activity to follow in which pupils design a symbol for 'rejecting evil'. Ask pupils what they want to do themselves to fight evil or to make better choices. • It is often good to give time for a quiet and reflective artistic activity following 'still time' – this could be to choose three words that strengthen a person against temptation. What helps you to say no to bad choices? Make a calligraphy pattern out of your three words. 'Beautiful writing' is a way of highlighting the meaning of three chosen key words, and is an art form highly prized in Islam. • Ask an adult other than a teacher to come and talk to the pupils about their art work (The school's educational psychologist might be a good person, or a governor interested in behaviour, but there would be many alternatives) 	<p>Assessment here will be teacher's observation.</p> <p>Some pupil work will show understanding of the impacts of religion and moral teaching on our choices.</p>	<p>This work can have a personal character – give pupils the chance to speak confidentially if they need to.</p> <p>Stilling exercises: many ways of doing this are explained and exemplified in 'Reflections' by Rosemary Rivett from RE Today</p>

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What have we learned about temptations and choices?			
<p>Pupils will be able to sum up their learning about and from Christianity and Islam, and to apply ideas about good and bad choices and temptation for themselves.</p> <p>Pupils will gain and use a growing vocabulary of new words which help them explore moral questions.</p>	<p>What have we learned?</p> <p>Remind pupils of the long list of different temptations they have thought about in the unit of work. Reflect on the questions: in what ways could God help people when they are tempted? What are my ways of dealing with temptation?</p> <p>Give pupils some scenarios in which people find out about some problems to do with right and wrong in:</p> <ul style="list-style-type: none"> a) a school b) a court c) a family d) among friends <p>Ask them to analyse in pairs:</p> <ul style="list-style-type: none"> • What is good and bad about the way people behave in the problems? • What would Muslims and Christians say about the behaviour, and why? (This question will be better done if the pupils have three or four key quotations from Muslim and Christian sources of wisdom to hand) • How would the victims feel? • How could the temptation have been resisted? <p>Pupils could do three different examples of these questions relating to family, school and city.</p>	<p>I can describe what it means to be tempted, and talk about resisting temptation (all)</p> <p>I can show understanding of how belonging to Christianity or Islam is expressed through resisting temptation (many)</p> <p>I can ask questions about what is right and wrong, and suggest answers that might be given personally, and by Muslims and Christians (many)</p> <p>I can explain who or what inspires me to make good choices (many)</p> <p>I can explain the impact of beliefs about temptation and forgiveness on the lives of believers in two religious traditions (some)</p>	<p>Assessment isn't essential here, but this can make a good way of assessing pupils' learning in the area of expressing their own ideas and values.</p>