



# Bollinbrook CE Religious Education Curriculum

## Growth in Religious Education

<p><b>Religious Education</b></p>	<p>At Bollinbrook CE Primary, the values of the Christian Faith are central to our practice. Through a study of Religious Education, children will gain a foundational knowledge of Christianity along with other beliefs and world views, and will be encouraged to relate this to their own experiences. Religious Education is designed to help pupils understand the significance of faith and its contribution to their spiritual, moral, social and cultural development. We endeavour to ensure that children learn about and from the Christian Faith and apply this learning to their own lives, beliefs and attitudes. Religious Education at Bollinbrook challenges misconceptions and promotes respectful discussion and questioning. It is an academic, enquiry-based, creative subject that should inspire pupils to think deeply and question their own beliefs and views. The values of the Christian Faith are woven within our school life and are enhanced by our acts of Collective Worship and British Values. We aim to be a school that lives out the message of the gospel of Jesus Christ and is a light in our community.</p>
<p><b>Implementation</b></p>	<p>As a school, we use the Blackburn Diocesan Syllabus – Questful RE - supplemented with ‘Understanding Christianity’ which both follow a logical progression from EYFS to Year 6. Pupils experience a balanced RE curriculum which explores religions and worldviews through theology, philosophy and the human and social sciences. Christianity is a main focus throughout the year, where pupils delve into the different concepts of the bible and questions in Christianity. Other religions explored at Bollinbrook include: Hinduism, Buddhism, Islam and Judaism. We have world faith days every term where there is a whole school focus on world religions and we ensure that there is a 70/30% split in each year group with Christianity and world faiths. Children come to understand the role of foundational texts, beliefs, rituals and practices, and how they differ for different religions. We aim for pupils to be confident in using and navigating the bible by the time they leave Bollinbrook, understanding that for Christians, it is the word of God and is relevant for their lives today. Pupils will develop skills of enquiry, analysis, interpretation, evaluation and reflection throughout their weekly teaching of R.E. We aim to provide a safe space for children to explore their own religious, spiritual and philosophical ways of seeing, living, thinking, believing and belonging. To engage and enthuse our children, quality stimulus and artefacts will be used and, where possible, visits and visitors in order to provide children with hands-on, real-life experiences.</p>
<p><b>Assessment</b></p>	<p>Questful RE uses ‘Questful Maps’ which include key questions covered in the unit being studied. Children add to this map throughout their unit as they progress through their ‘quest’ of the over-arching question for the unit. Formative assessment takes place throughout the unit by the class teacher and at the end of each unit, an assessment and outcomes sheet is completed. This details the knowledge and skills required to achieve the expected standard for that unit. Teachers will also fill in which children exceeded expectations in showing a higher level of skills from the ‘Ladder of Expectations’. When children leave Bollinbrook, we expect them to have the following:</p>

- Have a foundational knowledge of Christianity as a diverse global living faith and understand how it is relevant for life today
- Have a good understanding of different concepts in Christianity and how they link to the big story of the bible and life today
- Be able to listen respectfully to the opinions and life-style choices of others and reflect on their own beliefs and values in light of their learning in R.E
- Have an understanding of the rich diversity of world religions and world views
- Have an enquiring attitude towards faith and activities of prayer and worship
- To enjoy engaging with others in challenging questions of meaning and purpose raised by human existence and experience

# EYFS Termly Expectations

Autumn	<ul style="list-style-type: none"> <li>○ To know that Christians believe that they are fearfully and wonderfully made by God.</li> <li>○ To know that Christians believe that each one of us is unique, special and loved.</li> <li>○ To know that Christians refer to God as the Father, the Son and the Holy Spirit.</li> <li>○ To know that Christians believe that Jesus is God's son.</li> <li>○ To know that Muslims have 99 different names for God.</li> <li>○ To be able to talk about themselves, their likes, dislikes, and what makes them special.</li> <li>○ To be able to talk about feelings they have experienced.</li> <li>○ To be able to talk about the names Christians give to God.</li> <li>○ To be able to talk about Muslim prayer beads and how they are used.</li>   <li>○ To know that for Christians Christmas is the celebration of Jesus' birthday.</li> <li>○ To know that Jesus was a very special baby. Christians believe he was the Son of God.</li> <li>○ To know that the church celebrates Christmas in special ways.</li> <li>○ To retell the nativity story.</li> <li>○ To identify the characters in the nativity story.</li> <li>○ To use religious words to talk about Christmas.</li> <li>○ To talk about why Christmas is important, how the church celebrates Christmas, their own experiences of Christmas and their feelings related to celebrating Christmas and birthdays.</li> </ul>
Spring	<ul style="list-style-type: none"> <li>○ To know that Christians worship in a church, Muslims worship in a mosque and Hindus worship in a temple/mandir.</li> <li>○ To know that people consider places to be special for different reasons.</li> <li>○ To understand that some people of faith take off their shoes before entering a place of worship.</li> <li>○ To be able to talk about their special places.</li> <li>○ To be able to talk about places of worship as special/holy places.</li> <li>○ To be able to talk about taking off your shoes in a special/holy place.</li>   <li>○ To know that Jesus rode into Jerusalem on a donkey on Palm Sunday.</li> <li>○ To know that Jesus died on the cross on Good Friday.</li> <li>○ To know that Christians believe that Jesus rose on Easter Day and is alive today.</li> <li>○ To know that Easter is the most important time of the year for the Church.</li> <li>○ To understand that Christians believe Jesus died on the cross because God loves everyone.</li> </ul>

	<ul style="list-style-type: none"> <li>○ To briefly retell the story of Easter.</li> <li>○ To identify symbols associated with Easter.</li> <li>○ To talk about their own experiences of love and other emotions expressed in the Easter Story.</li> <li>○ To ask questions about the Easter story.</li> </ul>
Summer	<ul style="list-style-type: none"> <li>○ To know that Jesus told stories and that they are found in the Bible.</li> <li>○ To know that Jesus told the stories to teach people about God.</li> <li>○ To identify a Bible.</li> <li>○ To retell some of Jesus stories.</li> <li>○ To talk about their own experiences and feelings.</li> <li>○ To ask and respond to questions about their experiences and feelings.</li> <li>○ To give a simple explanation of the things we can learn from Jesus' stories.</li>   <li>○ To know that Jesus taught his disciples the Lord's Prayer.</li> <li>○ To know that prayer is a form of communication with God.</li> <li>○ To know that prayer is expressed in a variety of ways.</li> <li>○ To know that people pray for many different reasons.</li> <li>○ To know that Muslims use a prayer mat to create a clean space to pray.</li> <li>○ To know that there are 5 special times each day when Muslims stop to pray.</li> <li>○ To talk about the stories of Daniel and Jonah.</li> <li>○ To talk about the different ways people pray.</li> <li>○ To talk about their own experiences of prayer.</li> <li>○ To talk about people of faith using prayer beads.</li> <li>○ To identify different objects that can be associated with prayer.</li> </ul>
ELG	<p>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>

## **Blackburn Diocesan Syllabus**

This syllabus (Questful RE) is a syllabus based on 11 Christian theological concepts. Each concept is built on progressively from EYFS to Year 6. Schools in the Diocese of Blackburn have contributed to the writing and trialling of these plans and their input and feedback has been much valued in the completion of the final scheme. This syllabus advocates and provides a balance between three strands of study: theology (believing), philosophy (thinking) and human/social sciences (living).

## **Understanding Christianity**

Understanding Christianity is a substantial resource to support the teaching of Christianity in RE. It focuses on a small number of core concepts in order to enable a deeper understanding by pupils. This resource selects core concepts which reflect a view of biblical Christianity as following a salvation narrative. Its 'spiral' curriculum means that pupils revisit the concepts as they move through the school, deepening their understanding of the meaning of these concepts within the overall 'big story' of the bible. In addition, Understanding Christianity weaves in opportunities for pupils to reflect upon the ideas taught in relation to pupils' understanding of religion and belief, including their own responses.

# OAK Year 1 / 2 Religious Education

## End of Unit Objectives

### AUTUMN 1

To know that:

- Christians believe that it is important to say thank you to God for the harvest.
- Jewish people also celebrate harvest and this is called Sukkot.
- Christians believe that helping others is part of putting their faith into action.
- there are Christian charities working worldwide to improve the lives of people living in countries where the harvest has failed.
  
- To talk, using religious language, about Harvest Festival Celebrations.
- To express feelings about the issues raised by Christian Aid/Tear Fund materials etc.
- To ask questions about their own and others' experiences.
- To talk, using religious language, about the ways in which the Jewish festival of Sukkot is celebrated.

### AUTUMN 2 AND SPRING 1

To know that:

- the Bible is the Christian holy book.
- the Bible is made up of a library of books.
- the Bible is in two sections the Old Testament and the New Testament.
- owning a Bible is very important to Christians.
- the Bible contains God's big story from the beginning through to the kingdom of God.
- people of world faiths have different holy books and there are some similarities and differences between these books and the Bible.
- the Torah is the most important Holy Scripture for Jewish people. The Torah is the first five books of the Hebrew Bible.
- the Qur'an is the most important Holy Scripture for Muslims as it is believed to be the final word of Allah.
- the Qur'an was revealed to Muhammed by Angel Gabriel.
- the Guru Granth Sahib is the Sikh Holy Book and it is treated with as much reverence as a living Guru.
- the Simchat Torah is a Jewish festival celebrating the Torah and the practice of reading it through from beginning to end each year.
- The Night of Power celebrates the revelation of the Qur'an.
- the Guru Granth Sahib is treated with as much reverence as a living Guru.
- Holy Books give believers guidance for living their lives as God has commanded.
- To talk about the Bible and why it is Holy.
- To talk about why owning a Bible is very important to Christians worldwide.
- To identify Torah Scroll, Yad, Mantle and the Ark in the Synagogue.
- To identify a Torah, Qur'an and Guru Granth Sahib from photographs.
- To talk about why the Holy books are so important to people of faith.

- To make links between the books of the Bible and God's big story.
- To reflect on the story of Mary Jones and consider ways in which they can make a difference.
- To name and talk about the holy books from world faiths they have investigated
- To use correct religious vocabulary to talk about the ways in which the Holy Books across the World Faiths are treated.
- To identify and describe the impact of the Holy Books and their content on the lives of believers.

## SPRING 2

To know that:

- baptism is an occasion when Christians make promises to God and people are welcomed as a member of the church.
  - water is a symbol of baptism.
  - people can be baptised at any age, in the font at church, in a pool, a river or the sea.
  - Jesus was baptised in the river Jordan by John the Baptist.
  - people of world faiths welcome new babies in special ways.
  - the words of the call to prayer are whispered in the ear of new born Muslim babies.
  - giving babies a meaningful name is important to people of faith
- 
- To talk about what belonging means to them.
  - To use religious vocabulary such as vicar, priest, font, baptism church and prayer.
  - To tell you about what happens when a baby is baptised.
  - To talk about the ways in which people of world faiths welcome new babies.
  - To talk about why there are dates and honey in your chatterbox.
  - To Talk about why sometimes hair is shaved from the new-born's head.

## SUMMER

To know that:

- the story of Joseph can be found in the Old Testament.
  - the story of Joseph is key in the history of the People of God.
  - forgiveness is a core Christian value.
  - we can learn about the nature and characteristics of God from reading the stories about Joseph.
- 
- To recall events from the life of Joseph.
  - To talk about the actions and feelings of the characters and relate them to their own.
  - To retell stories of the events in the life of Joseph.
  - To talk about the nature and characteristics of God.

To know that:



- Christians believe that 40 days after the resurrection, Jesus ascended into heaven
- Christians believe that God is three in one – Father, Son and Holy Spirit.
- Christians believe that the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still.
- the events of Pentecost still impact on the church today.
  
- To retell the stories of Jesus’ ascension and the events of Pentecost.
- To talk about their ideas of heaven.
- To connect the gifts of the spirit with the school’s Christian values.
- To describe the symbols of the Holy Spirit.

## SYCAMORE Year 3 / 4 Religious Education

### End of Unit Objectives

#### AUTUMN 1

##### To know that:

- all world faiths have rules to follow that have been established a long time ago.
- Christians and Jews believe Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai.
- the 5 pillars set the Muslim rules for living.
- Muslims follow rules set out in the Qur’an.
- Muslims have 99 names for God that show his characteristics.
- Buddhists try to follow the teachings of the Buddha.
- the ten commandments are the foundation of Christian and Jewish societies.
- Christians try to live out the commandments given by God and Jesus.
- some people choose not to follow any specific set of religious rules.
  
- talk about the story of Moses and the impact of the ten commandments.
- talk about the rules and laws that they try to follow in their own lives.
- identify and talk about religious and non-religious rules that affect their lives.
- describe ways in which Christians live out Jesus’ command to love one another.
- make links between beliefs and behaviour.
- identify the impact that the 5 pillars of Islam have on a Muslim way of life.
- identify symbols and objects in their lives that reflect their commitments.
- make the link between religious texts and rules for living.
- identify and talk about the ways in which religious rules affect the lives of believers.
- understand the effects of rules and ask good questions about religious rules.
- describe the impact that following religious rules has on believers’ lives.

- recognise similarities and differences within and between religions.
- identify something that is common in all religious rules (e.g. charitable giving).
- make the connection between the Christian concept of the Fall and as a consequence the need for rules
- express their own ideas about rules.

#### AUTUMN 2 and SPRING 1

To know that:

- not all church buildings are the same but have similar features according to the Christian denomination.
  - Peter and the disciples 'built' the church after the events of Pentecost.
  - Christianity is a world-wide multi-cultural faith.
  - the Bible gives guidance to the church about behaviour and attitudes.
  - World faiths have different places of worship and the names of those buildings, key features and the worship that takes place there.
  - the Hindu murtis (statues) are expressions of god. They are not worshipped. They are a focus to enhance worship.
  - there are similarities and differences between the places of worship they have explored.
  - the symbol of light is used across several religions.
  - the features of the places of worship can be linked to Holy Scripture and beliefs.
  - the Imam is the leader of the Mosque and the local Muslim community.
  - the Rabbi is the leader of the Synagogue.
  - Darshan is important to Hindus.
- 
- use religious vocabulary to name features of the church building, talk about their significance and link to the Bible.
  - identify similarities and differences between churches and Christian denominations worldwide.
  - ask good questions about the similarities and differences between different Christian denominational practices.
  - make links between values and beliefs and behaviour.
  - talk knowledgeably about places of worship, the features of the building and the worship that takes place there.
  - recognise the similarities and differences between the worship that takes place in a Church / Mosque / Synagogue/ Mandir / Gurdwara
  - use religious vocabulary to describe the features of worship that takes place in a Mosque / Synagogue/ Mandir / Gurdwara.
  - describe why light is used as a symbol for God in several religions.
  - describe the role of the Imam.
  - describe the role of the Rabbi.
  - recognise the links between the different places of worship they have explored and beliefs of the worshipper.
  - ask quality questions informed by their learning.
  - use appropriate religious language to talk about the symbols used in the religions I have explored.

#### SPRING 2

To know that:

- trust and forgiveness are key values across World Faiths.
- being forgiven by God and forgiving others is a key teaching in sacred scriptures across World Faiths.
- the incidents of betrayal and trust in the Easter story are significant to the outcome.
- the events of Holy Week and Easter are key to understanding what Jesus came to earth to do – God’s salvation plan.
- Christians believe that they can trust Jesus.
  
- make the connection between key beliefs and the behaviour of the believers.
- identify and explain the significance of the incidents of betrayal and trust in the Easter story.
- ask good questions about people’s values and commitments.
- use religious vocabulary to make links between Christian beliefs and the stories of Lent, Holy Week and Easter.
- recognise and talk about their own feelings and the feelings of others in relation to trust and forgiveness.
- use key religious vocabulary to describe and talk about the importance of forgiveness in World Faiths.
- describe and show understanding of the Christian value of forgiveness in relation to the story of Peter.

## SUMMER

### To know that:

- Christians believe that Christmas is a celebration of the arrival of Emmanuel, who is Jesus God with us.
- Christians believe God is with them through his Son, Jesus, and the Holy Spirit.
- Christians believe that the presence of God changes their lives.
  
- make links between their own experiences and the experiences of others.
- retell stories about the presence of Jesus changing people’s lives.
- describe the ways in which the actions of Christians show Jesus’ presence in the world.
- ask good questions about religious beliefs.

### To know that:

- singing is one form of an expression of worship.
- Christians sing in worship as an expression of faith, love, joy and celebration.
- Christians sing as an expression of feelings and beliefs.
- the words of hymns and worship songs reveal Christian beliefs and the nature and characteristics of God.
- there is a wide variety of music and they can identify similarities and differences between them.
  
- talk about why Christians sing in worship.
- identify the nature and characteristics of God expressed in hymns and worship songs.
- link singing in worship to Bible texts.
- describe different forms of Christian music.
- apply their own thoughts and ideas about the experience of singing in worship.

## ROWAN Year 4 / 5 Religious Education

### End of Unit Objectives

#### AUTUMN

##### To know that:

- peace is a fruit of the spirit and a key Christian concept.
- there is a connection between values, action and beliefs.
  
- ask important and relevant questions.
- express in words and art, their own opinion about the value of peace.
- ask and suggest answers to quality questions about values, meaning and commitment.
- use religious vocabulary to talk about peace showing their understanding of religious text and beliefs.

##### To know that:

- Hanukkah is an important Jewish festival of light.
- light is used as a metaphor to describe Jesus and his impact on the world.
- the light of Jesus brings hope in dark places.
  
- talk with understanding about the ways in which Jesus' followers bring his light into the world.
- create light metaphors for Jesus that show understanding of Jesus actions and divinity.
- ask important and relevant questions about religious experiences and beliefs.
- talk with understanding about the symbolism of Jesus as light.

#### SPRING

##### To know that:

- these parables about Jesus' teaching explain Christian beliefs and actions.
- there are links between Jesus' teaching and the school's Christian values and British values
- Jesus' teaching makes an impact in people's lives, their values, choices and behaviour.
  
- retell in detail some of the Bible stories covered in this unit.
- ask important and relevant questions about Jesus' teaching.
- describe and show understanding of the Christian beliefs revealed through these parables.
- explain how the parables in this unit answer questions about values and commitments.
- identify and explain why they think one of Jesus' parables has a particularly strong message for the world today.

To know that:

- the Book of Acts records the actions of what happened after Pentecost.
- the early Christians were persecuted for over 300 years and had to show great courage and perseverance.
- St Paul is a significant person in the history of Christianity and why.
  
- retell the story of the conversion of St Paul.
- explain the impact of the conversion of St Paul then and now.
- talk about the content and impact of the teaching of St Paul.
- talk about what they have learnt and in what ways they have been inspired by their learning.
- interpret Paul's teaching in 1 Corinthians 13 for people in today's society.

## SUMMER

To know that:

- there are people willing to dedicate their lives to changing the world.
- the desire to make the world a better place is shared by members of all six major world faiths.
- justice, compassion, and service are Key Christian values and children should be able to talk about why.
  
- generate important and relevant questions.
- suggest and research answers to big questions they have asked.
- describe what inspires them about the lives and work of people such as Nelson Mandela and Ghandi.
- express their own views and the views of others as to the reasons why the world needs changing.

To know that:

- Christians believe that through the death and resurrection of Jesus they have the promise of living forever with God (eternal life).
- Christians believe that when you die your spirit goes to be with God in heaven.
- Muslims believe that on the last day/the day of judgment the dead will either go to paradise or hell.
- Hindus and Buddhists believe there is a cycle of life and death, samsara. The spirit of a person is reincarnated and they return to earth until moksha/nirvana (enlightenment) is attained.
- there are similarities and differences between the funeral traditions in each world faith.
  
- make links between what the Bible says about death and heaven and Christian beliefs.
- identify Christian beliefs about God and heaven found in prayers and worship songs.
- give their own opinion about what happens when you die.
- talk about what they think heaven is and what heaven will be like.
- show understanding of the similarities and differences between world faiths on the subject of death and heaven.
- use appropriate religious vocabulary to show understanding about Christian beliefs about eternal life and heaven.

- use appropriate religious vocabulary to show understanding about Muslim beliefs about eternal life and heaven.
- talk about what the Bible says and Christians believe heaven will be like.
- talk with understanding using appropriate religious vocabulary, about the beliefs of people of faith on the subject of death and heaven.
- talk about Hindu and Buddhist belief in reincarnation.
- describe funeral practices in the religious traditions they have explored.

## ASH Year 6 Religious Education

### End of Unit Objectives

#### AUTUMN

##### To know that:

- Jesus is given a variety of names to describe his character and purpose.
- there is a strong connection between Christmas and Easter and the concepts of incarnation and salvation.
- Christians believe Jesus was/is the Messiah and what that means.
- Muslims believe that Jesus is one of the five greatest messengers of God.
- Hindus believe Jesus was a holy man, a wise teacher and a 'god'.
- Many Buddhists refer to Jesus as an 'enlightened man'.
- Jews believe Jesus was a teacher and a healer but not the Messiah.
- People of no faith generally acknowledge that Jesus was a wise, moral teacher.
  
- express their own and the opinion of others in response to the question 'Who was Jesus?'
- use appropriate religious vocabulary to show they understand Christian beliefs about Jesus.
- ask relevant questions in order to discover the answer to the question 'Who was Jesus?'
- use appropriate religious vocabulary to show they understand Muslim beliefs about Jesus.
- use appropriate religious vocabulary to show they understand Hindu beliefs about Jesus.
- use appropriate religious vocabulary to show they understand Buddhist beliefs about Jesus.
- use appropriate religious vocabulary to show they understand Jewish beliefs about Jesus.
- use the Bible as a source to discover the answer to the question 'Who was Jesus?'

##### To know that:

- the Exodus is a significant event in Jewish and Christian history
- the Seder is the special meal celebrated by Jews on the first evening of the festival of Passover.
- Christianity is rooted in Judaism and Jesus celebrated the Passover.
- for Jews, the event of the Exodus and Passover are at the very heart of their beliefs.

- retell in detail the story of the Exodus and connect it to the Passover celebration and Seder meal.
- make links between the Passover, Last Supper and the Eucharist.
- use appropriate religious vocabulary to show they understand why Passover is a festival of memory and freedom.
- express their opinion about what freedom is and what it is not.
- identify the similarities and differences between the level of importance placed on the Exodus and Passover by Jews and Christians
- explain, using appropriate religious language, the significance of the Passover and why it is not forgotten.

## SPRING

To know that:

- links can be made between Christian beliefs, the Eucharist, the Last Supper and the Passover.
- there is important symbolism associated with the Eucharist that explains Christian belief.
- Christians celebrate the Eucharist and why it is important.
- use good religious vocabulary to show understanding of why Christians celebrate the Eucharist.
- identify the similarities and differences within and between the way Christian denominations celebrate the Eucharist.
- ask thoughtful questions about the words and actions of the Eucharist service.
- talk about the way in which the Eucharist service answers questions about Christian beliefs.
- explain what the words remembrance, holy, sacrifice, mercy, salvation and faith mean in Christianity and in their own lives.
- suggest reasons for the similarities and differences between denominations.

To know that:

- Christians live all over the world and celebrate Easter, the most important festival in the Christian calendar.
- Easter is the celebration of Jesus' death and resurrection, the culmination of God's salvation plan.
- highlight the similarities and differences in the ways in which Easter is celebrated around the world.
- make links between the Easter story and the celebrations.
- use religious vocabulary to talk about the celebrations with understanding of the actions and beliefs.
- explain the impact of and reasons for the Easter celebrations.

## SUMMER

To know that:

- Advent is a time when the church focusses prayer on the second coming of Christ.
- different denominations within Christianity hold differing beliefs about the importance and status of Mary.
- the themes of Advent tell the 'big story' of God's salvation plan.
- Christians believe that Jesus is the promised Messiah, but Jewish people do not.
- describe the symbolism, practices, beliefs and themes of the season of Advent.

- explain the ways in which Jesus fulfilled the Old Testament Prophecies.
- express and explain their hopes and dreams for the future.
- use religious vocabulary to show they understand the themes of Advent.
- express their opinion about what they think the message of John the Baptist would be today.
- reflect and decide what they have learnt from this unit about Christianity and themselves.

To know that:

- Bible stories help to deepen our knowledge and understanding of God.
- Christians believe God is three in one, the Trinity.
- God is given many names by Christians and members of all world faiths. These names describe His nature and characteristics,
- there are similarities and differences across World faiths about what people believe about God.
- Bible texts are used to answer questions about the characteristics and nature of God.
  
- use religious language to show they are developing an understanding of the Trinity.
- identify the elements in Christian worship that express Christian beliefs about God.
- ask big questions and express their own views.
- identify and talk using religious vocab about Muslim and Hindu beliefs about God.
- talk with understanding and knowledge about the opinions and ideas of people with the World View that God does not exist.