



Ditchling St Margaret's Primary and Nursery School



Kindness



Respect



Perseverance

'Living life in all its fullness' John 10:10

Religious Education Curriculum





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Religious Education Curriculum at Ditchling CE Primary and Nursery School

Ditchling RE Vision

At Ditchling St Margaret's Primary School, our RE teaching is rooted in encouraging children to live *'life in all its fullness', as we strive to inspire them to understand and show compassion towards themselves and others. Therefore,* we recognise that a high-quality, sequential religious education is essential to our pupils living prosperous, inclusive and inspiring lives in modern Britain and the wider world and developing a sense of awe and wonder of the world around them. As a Church of England school, we adopt a Christian and inclusive approach to RE, to value and respect the community that we work alongside.

Our RE curriculum is taught through a variety of mediums that will engage and challenge pupils through an exploration of core concepts and questions with opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. As pupils move through our school, they explore how these may change in different times, places and cultures. Our RE curriculum will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. Throughout their journey at Ditchling children will be supported towards making connections and links across their various areas of learning. As a result, pupils will become religiously literate and develop a strong understanding of themselves which will in turn allow them to flourish within a diverse society.

INTENT

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. (East Sussex Agreed Syllabus)

The school follows the East Sussex Agreed Syllabus for Religious Education. In accordance with the agreed syllabus, Religious Education at Ditchling is supported using the approach of Understanding Christianity and RE Online.

The curriculum for RE aims to ensure that all pupils:

1. Make sense of a range of religious and non-religious beliefs, so that they can:
 - Identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
 - Explain how and why these beliefs are understood in different ways, by individuals and within communities
 - Recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
2. Understand the impact and significance of religious and non-religious beliefs, so that they can:
 - Examine and explain how and why people express their beliefs in diverse ways
 - Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - Appreciate and appraise the significance of different ways of life and ways of expressing meaning
3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:
 - Evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
 - Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
 - Discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

The RE curriculum at Ditchling is organised to support the development of children's knowledge of religious and non-religious beliefs and worldviews, practices and ways of life and enable children to make links between these. It also develops children's knowledge and understanding of the different members of our rich and diverse community. Knowledge and skills are supported by first-hand experiences, including visits to local places of worship and visits from faith communities. Knowledge and skills are mapped to support children's understanding of religion and faith. The RE curriculum is also designed to support positive attitudes and values, and encourage children to

Planned Curriculum

reflect and relate learning to their own experience. Children learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, as part of its commitment to ensure mutual respect and tolerance for those with different faiths. All themes or 'Big Questions' are explored by investigating and reflecting on the responses of more than one religion or belief system. All our lessons therefore include an exploration of these themes or big questions through different perspectives. Each unit encourages and promotes the contemplation of key concepts or themes within religions and comparing these with responses in other faiths, religions and belief systems. The curriculum has been created in a cyclical format to enable children to revisit and build on prior knowledge of the different beliefs and practices taught across the school.

At Ditchling, we are committed to providing our children with an exciting and positive learning environment, in which they have the opportunity to develop their knowledge and understanding of religions to support their spiritual, moral, social and cultural development.

Enacted Curriculum

IMPLEMENTATION

RE is taught through weekly lessons. Coverage is planned to link with key dates and religious festivals to provide opportunities to celebrate festivals and religions with greater consistency and contextual relevance. Work is recorded in RE books and is evidenced with a variety of outcomes, including written pieces, artwork and photographs. In Early Years they have a RE Floor Book. In addition to this, teachers identify, plan for and utilise further cross-curricular links, which are stated on the schools 'RE Knowledge and Skills Progression Map'. As children progress through the programme of study, they are able to look deeper into spiritual, ethical, moral and social issues and with increasing breadth across different religions and worldviews through time and around the world. Learning is planned and sequenced to support pupils in building an ever-increasing picture over time, constantly building their knowledge and understanding of key subject knowledge and specialist vocabulary around concepts focusing on Believing, Living and Thinking. This ensures that the investigation, exploration and reflection of their own and others' responses to 'Big Questions' can continuously increase in depth, breadth and complexity. Our pupils use the assessment hexagons as a way of demonstrating their knowledge. As pupils move through the Religious Education curriculum and the 'Big Questions' increase in complexity, depth and breadth, the expectations of pupils to explain 'what' the beliefs, practices and values are and the relationships between them, as well as explaining 'why' these are important and may make a difference to people, and 'how' they relate, change or impact on a wider world view also increases.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is also introduced as part of this 'unit introduction' and children are shown the vocabulary throughout the sequence of lessons. This provides definitions and accompanying visuals for each word to ensure accessibility to all. This approach also means that children are able to understand the new vocabulary when it is used in teaching and learning activities and apply it themselves when they approach their work. The vocabulary is displayed on the working walls.

Once children know the new vocabulary for the unit and how it relates to previous learning, the children are asked what they already know specifically about the new topic. This provides the teacher with an insight into the children's 'starting points' for the topic, to enable the use of assessment to inform planning. At the end of the topic, children take part in a review of what they now know. At the end of the topic, children write a summary of what they know according to the key knowledge statements identified on the school's progression map for religious education. Teachers support the children and scaffold this 'knowledge summary' as appropriate, according to the children's age group as well as individual needs. This process is used to consolidate the key knowledge of the topic and each strand of knowledge included in the outcomes is ticked or highlighted.

Within all sequences of lessons, teachers plan a phase of progressive questioning which extends to and promotes the higher order thinking of all learners. Questions initially focus on the recall or retrieval of knowledge. Questions then extend to promote application of the knowledge in a new situation and are designed to promote analytical thinking, such as examining something specific. In religious education, an example of this level of questioning might ask children to consider how a belief (such as the Jewish belief of kosher food) might be enacted differently by different followers of a given faith group. The questions that teachers ask within the same lesson phase, then focus on the children's own work and how they might change or create an outcome and justify a choice they have made which is based on their evaluation.

Our Diocesan Partner continues to work with teachers in improving the quality of teaching and learning of RE by providing training, and guidance to develop and support SMSC, Assessment for Learning and effective teaching and learning strategies.



IMPACT

Assessed and Learned

Alongside a whole school approach to celebrating different religious and cultural celebrations, the RE curriculum provides the means to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history. It ensures that children develop spiritually, academically, emotionally and morally to promote and realise a better understanding of themselves and others and to equip with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. As well as outcomes of work in children's books, children's understanding of religion and the ability to respond creatively to religious themes. Our annual Prayer Spaces event supports in raising the profile of religious education both across the school and around our community.



Godly Play

To further enhance the children's RE learning we deliver Godly Play. This is where a trained member of staff will tell a parable or bible story and create artwork reflection based on the storytelling. It is a creative way of delivering the RE learning that is happening in the classroom but in a fun practical and artistic way. We have carefully chosen particular parables and bible stories linked to the learning that they would ordinarily be doing in their classes but story telling is a much more fun way of delivering these teachings. Evidence of Godly Play is gathered by the practitioner and each child has the Godly Play story recorded in their RE Books.

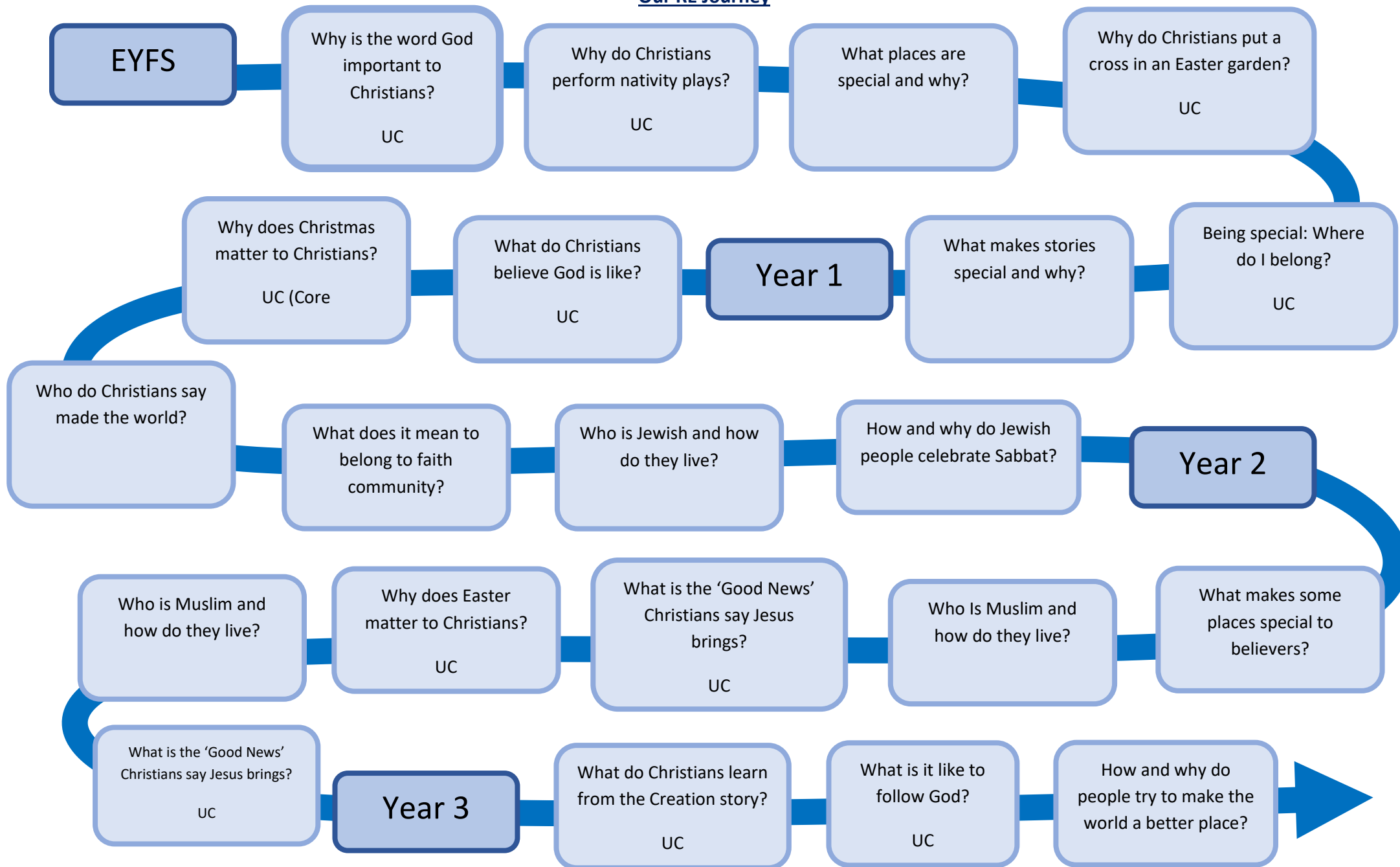
Godly Play Curriculum Map

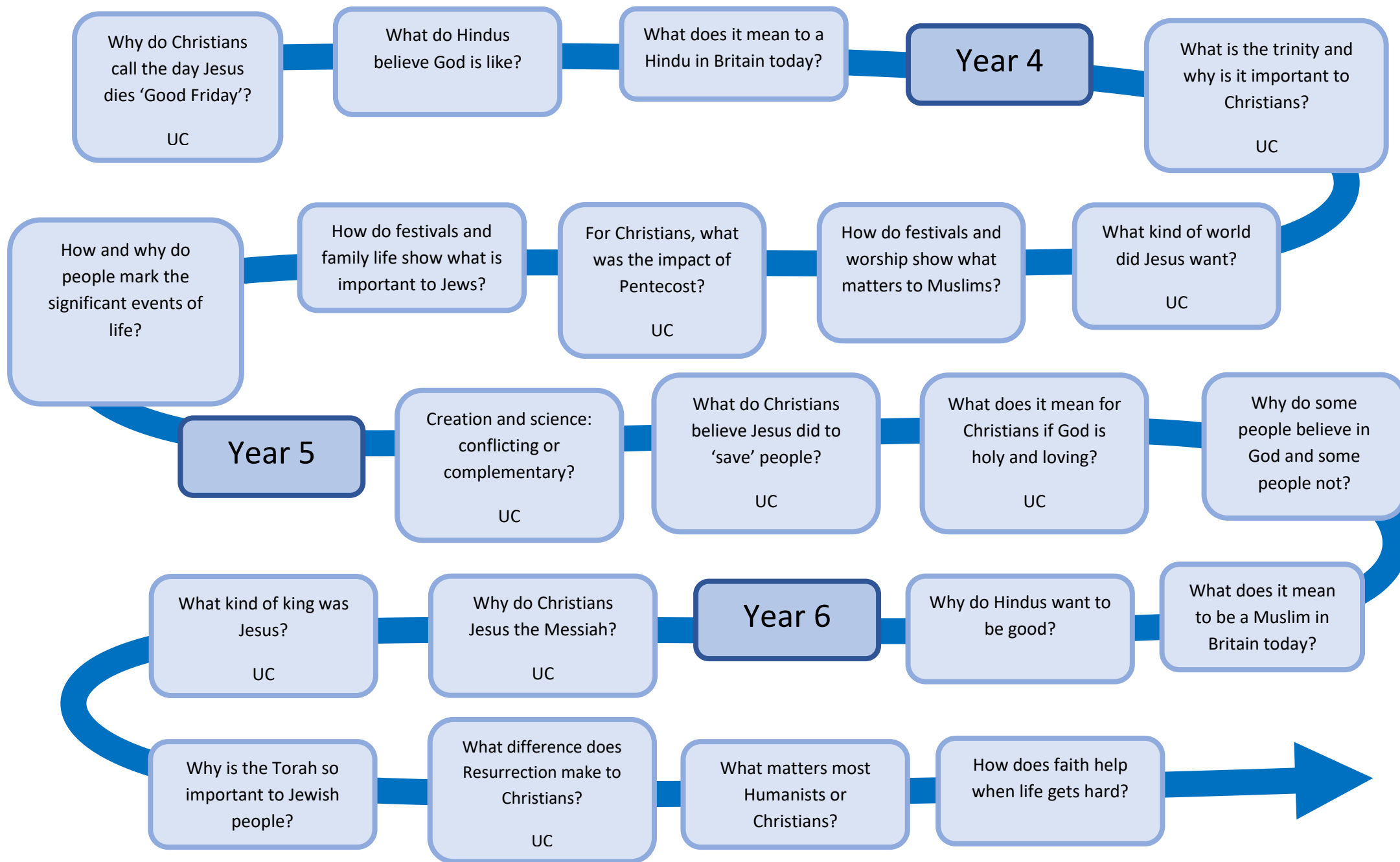
Year Group	Godly Play Activity	Rationale for Decision
Nursery	Parable of the Mustard Seed	Earthly stories with a heavenly meaning. Simple story with simple meaning.
	Christmas	Why is Christmas special for Christians?
	The Mystery of Easter	Why is Easter special for Christians?
Reception	The Parable of the Good Samaritan	Earthly stories with a heavenly meaning. Simple story with simple meaning.
	The Story of Joseph	Where do we belong?
	The Legend of the Easter Eggs	Why is Easter special for Christians?
Year 1	Parable of the Good Shepherd	Earthly stories with a heavenly meaning. Simple story with simple meaning.
	The Ark and the Flood	Who do Christians say made the world?
	Second Creation	Adam and Eve
Year 2	Parable of the Great Pearl	Earthly stories with a heavenly meaning. Simple story with simple meaning.



	Advent	Why does Christmas matter to Christians?
	The Mystery of Easter	Why does Easter matter to Christians?
		Why is Easter special for Christians?
Year 3	Parable of the Sower	Earthly stories with a heavenly meaning. Simple story with simple meaning.
	Creation	What do Christians learn from the Creation story?
	The Crosses	I wonder which is the most important cross?
Year 4	Parable of the Leaven	Earthly stories with a heavenly meaning. Simple story with simple meaning.
	The Great Family	How and why do people mark the significant events of life?
	The Mystery of Pentecost	For Christians what was the impact of Pentecost.
Year 5	Parable of the Mustard Seed	Earthly stories with a heavenly meaning. Simple story with simple meaning.
	The Exodus	Conflicting or complimentary?
	The Circle of the Church	What does it mean for Christians if God is holy and loving?
		Year 5 to understand the seasons of the church change – liturgical calendar
Year 6	Parable of the Deep Well	Earthly stories with a heavenly meaning. Simple story with simple meaning.
	Ten Best Ways	Can religion change the world?
	Jesus and the Twelve	What kind of King was Jesus?

Our RE Journey







Our RE Skills Progression

Throughout their RE journey children will develop skills linked to: investigating, reflecting, expressing, empathising, interpreting, evaluating, analysing, synthesising and applying.

Our Nursery

Our Nursery provides a safe, caring, nurturing and stimulating learning environment where children grow in confidence and independence, while developing their interests, curiosity and skills through play in all areas of the EYFS curriculum. Adults provide this high-quality education through a balance of child-led and adult-led learning and enriching experiences that are meaningful to the children, and through high-quality interactions to move the learning forward. This purposeful learning allows children use what they have learned and apply it to a range of situations. Children begin to understand and value the differences between individuals and groups within their immediate community. They will have the opportunity to develop their emerging moral and cultural awareness. This will allow for our children to make good progress across all seven areas of learning and development.

Early Learning Goals

Self-Regulation ELG Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly

Managing Self ELG Children at the expected level of development will:

- Explain the reasons for rules, know right from wrong and try to behave accordingly;

Building Relationships ELG Children at the expected level of development will:

- Show sensitivity to their own and to others' needs.

Understanding the World

People Culture and Communities ELG Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps



- 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
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.



	EYFS	Year 1	Year 2
Making sense of Beliefs —	<u>Nursery</u> Although RE is non-statutory in nursery setting, practitioners at Ditchling support children to develop understanding through the characteristics of effective learning: Playing and exploring – children investigate and experience things, and ‘have a go’.	To recall features of religious, spiritual, and moral stories and other forms of religious expression. To listen attentively to what they hear and recall key information. To recognise and name features of religions and beliefs.	To retell religious, spiritual, and moral stories and practices. To listen attentively to what they hear and ask relevant questions to explain what a story means to a believer. To identify how religion and belief is expressed in different ways.



Understanding the Impact	Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. <u>Reception</u> <i>In Reception class, our children encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it.</i> <u>Communication and Language</u> ELG: Listening, Attention and Language To listen attentively and respond to what they hear with relevant comments, and actions when being read to and during whole class discussion. <u>PSED</u> ELG: Self-regulation Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Understanding the world</u> ELG: People, Culture and Communities Know some similarities and differences between different religious and cultural communities in this	To recognise symbols and other forms of religious expression. To recall how a believer might enact their beliefs.	To recognise that some questions about life are challenging to answer. To explain how people use stories, texts, and teachings to guide their beliefs and actions. To explain by giving examples of ways in which believers put their beliefs into practice.
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	country, drawing on their experiences and what has been read in class.		
Making connections		To recall their own ideas and values that are similar to the ideas studied. To think talk and ask questions about the ideas they have been studying.	To reflect on, discuss and ask questions about what the ideas studied mean to them. To explain the views and values, they have and the connections they make.



	<u>Lower Key Stage Two</u>	
	Year 3	Year 4
Making sense of Beliefs	To identify the core beliefs, teachings and concepts of the religion studied with correct vocabulary. To begin to make links between texts/ sources studied. To suggest possible meanings behind texts and sources of authority for believers.	To describe the key beliefs, teachings and concepts of the religion studied with correct vocabulary connecting them accurately with other features of the religion. . To make clear links between texts/ sources studied. To offer suggestions about what texts/ sources of authority can mean and give clear examples of the meaning to believers.
Understanding the Impact	To make simple links between stories and teachings studied suggesting how they affect individuals. To identify how believers show their beliefs in their own lives and communities. . To identify differences between how individuals put their beliefs into action.	To discuss using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meaning for some symbols, stories and language consider individuals and communities. To describe how believers show their beliefs in their own lives and communities. . To describe how people demonstrate their beliefs in worship and their everyday lives- considering how differences in implementation can vary from believer to believer and community to community.



Making connections	To make links between some of the beliefs and practices studied and life in the world today. To raise important questions about how far the beliefs and practices studied might make a difference to we live and think. To give good reasons for the views they have.	To make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. To raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to we live and think. To give good reasons for the views they have and the connections they make.
	<u>Upper Key Stage Two</u>	
	Year 5	Year 6
Making sense of Beliefs	To identify and explain the core beliefs and concepts studied. To give examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts. To give meanings for texts/ sources of authority studied.	To identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions. To describe examples of ways in which people use texts/ sources of authority to make sense of core beliefs and concepts. To give meanings for texts/ sources of authority studied, comparing these with ways in which believers interpret texts/ sources of authority.



Understanding the Impact	To suggest connections between what people believe and how they live, individually and in communities. To explain, using evidence, how different groups put their beliefs in actions	To make clear connections between what people believe and how they live, individually and in communities. To explain, using evidence, how and why different groups and individuals put their beliefs into action in different ways.
Making connections	To explain connections between questions, beliefs, values, and practices in different belief systems and explain their overarching importance. To reflect on lessons people might gain from beliefs and practices studied including their selves and others. To consider how the ideas studied relate to their own experiences by developing their own unique insights with reasoning.	To explain connections between questions, beliefs, values, and practices in different belief systems and explain and evaluate their overarching importance. To reflect and clearly articulate the lessons people might gain from beliefs and practices studied including themselves and others, highlighting a possible differences. To consider and evaluate how the ideas studied relate to their own experiences and events and opinions from around the world, developing their own unique insights supported with good reasoning for their views.



Religious Education at KS3

At Key Stage 3, the Religious Education curriculum in the UK aims to help students deepen their understanding of different religions, worldviews, and ethical perspectives. According to the UK National Curriculum, students are expected to:

1. Develop Knowledge and Understanding of Religions and Beliefs:

Students will explore a range of religious traditions, including Christianity, Islam, Judaism, Hinduism, Buddhism, and Sikhism, alongside non-religious worldviews such as Humanism. They are encouraged to understand the beliefs, teachings, practices, and forms of expression found within these worldviews.

2. Engage with Ethical and Philosophical Issues:

Students will critically explore ethical questions, reflecting on moral challenges and how different beliefs and values influence people's actions and decisions. They will examine topics such as justice, equality, and the environment, encouraging them to think about their own perspectives and those of others.

3. Develop Critical Thinking and Analytical Skills:

KS3 RE aims to equip students with the ability to question, interpret, and evaluate evidence, arguments, and viewpoints in religion and belief systems. Students will be encouraged to analyse sources and consider multiple perspectives on religious, ethical, and philosophical issues.

4. Foster Respect and Understanding for Diversity:

Through learning about a variety of faiths and beliefs, students will gain an appreciation of the cultural and religious diversity in their local communities and the wider world. The curriculum encourages respect, empathy, and tolerance for different beliefs and traditions.

5. Reflect on Personal Beliefs and Values:

RE provides students with the space to reflect on their own beliefs and values, considering how these are shaped by various factors, including family, society, and religion. They will also learn to articulate and justify their personal views on religious and ethical matters in a reasoned and respectful way.

By the end of KS3, students are expected to have a broad and well-rounded understanding of different religious and non-religious perspectives, enabling them to participate in informed and respectful dialogue about complex moral and spiritual questions.

Enrichment in Religious Education

Members of local and extended community visit us to share their beliefs and viewpoints.



We contribute to our local community.



We celebrate national events.



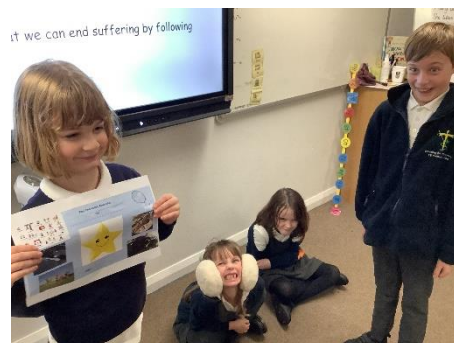
We support wellbeing within our community.



We visit a range of places of worship important to our local and extended community.



We explore religious literature and creative arts, before interpreting them and sharing with our buddies.



Quality First Teaching in Religious Education

Supporting SEND and disadvantaged in RE

Using images and 'everyday life' to relate possible alien concepts to the schemas of the children

Drama is your friend to explore viewpoints.

Be explicit with vocabulary- consistently highlight through learning.

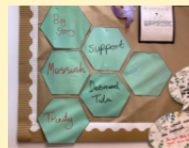
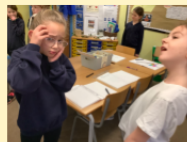
Model ideas

Sentence Stems



There's more than one way to showcase outcomes: capture the journey

Spaced practise/ pre-exposure



Encouraging higher order thinking in RE

- Weave learning back to hexagons to make explicit connections.

- Create a culture of respectful questioning.

- Use the views and experiences of other children to motivate children.

- Sentence STEMS.

- Questions:
 - Why chains
 - Serve, return, raise

- A picture is worth a thousand words.



Teacher: How has the author highlighted that the two men are not bringing good news ... Ahmed?
Ahmed: They are wearing dark clothes and not smiling.
Teacher: Why does that make them stand out?
Ahmed: They stand out because it is a bonfire party and everyone is having fun.
Teacher: Why do you think the author has portrayed them in this way?
Ahmed: I think she has portrayed them this way because she wants to contrast their clothes and unsmiling faces with the

Q: Why is 'to trust others as you wish to be treated' regarded as the Golden Rule?
A: Because most religions believe this.
Q: Why do most religions believe this?
A: Most religions believe this because respect is an important value.
Q: Why is respect an important value?



High Expectations in RE



Promoting Spirituality

RE teaching should promote spirituality through...



- discussing and reflecting on key questions of meaning and truth about such topics as the origins of the universe, life after death, good and evil, beliefs about God and human values such as justice, integrity, honesty and truth
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions of belief and practice
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- investigating and considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God
- valuing relationships and developing a sense of belonging
- enquiring into and developing their own views and ideas on religious and spiritual issues.

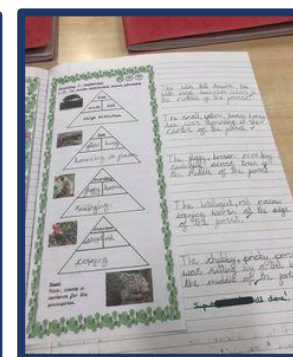
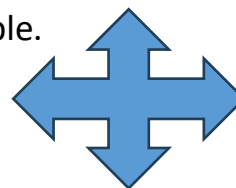




**Learning Together.
Building Success.**



Ensure **spacing** between sections of the page is consistent and visible.



Asking children to interpret or explore pictures?

Play with the **image layout**- it doesn't always need to be a square at the top of the page.



Use lines to inspire
light **colour blocks**
when writing.

Page Presence



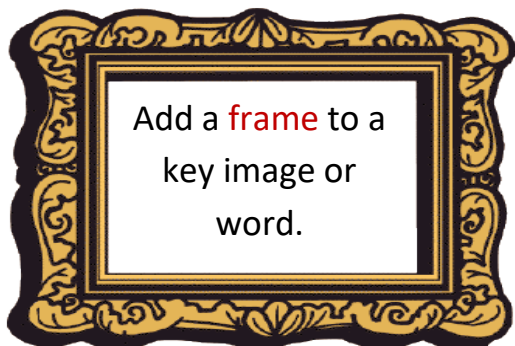
Hold in the forefront
of your mind the
notion of **journaling**.



Mix up your **media**, depending on the required learning outcome.



Agree and discuss **colour palette** schemes.



Key Vocabulary

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Why is the word God so important to Christians?</u> Bible • Parable • Precious • Jesus • Pearl • Christians • God • Creation • Adam • Eve <u>Why is Christmas so special for Christians?</u> • incarnation • Jesus • Christmas • Mary • Joseph • shepherds • angel • star • magi • manger	<u>What do Christians believe God is like?</u> Forgiving • Prodigal • Worship • Nineveh • loving • Father • Parable • Jonah • God • Holy <u>Why does Christmas matter to Christians?</u> • Incarnation • Jesus • Mary • Joseph • Shepherds • Advent • Secular • Religious • Birth • Celebration <u>Who do Christians say made the world?</u> Creation • World • Belief • Thank • Harvest • God •	<u>What makes some places special to believers?</u> Worship • Jewish • Holy • Christian • Muslim • community • • • • Mosque • Sacred • Church • Synagogue • Place of worship • Shabbat <u>Who is Muslim and how do they live?</u> Shahadah • Zakat • Muslims • Haij • Islam • Sawm • Salah • Tawhid • Ramadan • Prophet <u>What is the good news Christians say Jesus brings?</u>	<u>What do Christians learn from the creation story?</u> • Creation • Catholic • Big Story • Responsibility • Sin • Pilgrimage • Muslims • Holy • Church • Steward • Interpret • Genesis • Fall • Temptation <u>What is it like to follow God?</u> • Prophets • Abram • Noah • Wedding • Old Testament • Pilgrimage • Muslims • Holy • Church • Promise • Abraham • Covenant • Righteous • Christians	<u>What is the trinity and why is it important to Christians?</u> Trinity • Holy spirit • Messiah • John the Baptist • Believer's Baptism • Pilgrimage • Muslims • Holy • Church • Father • Jesus • Scripture • Infant Baptism • Denomination <u>What kind of world did Jesus want?</u> Jesus • Disciples • Follower • Clergy • Galilee • Vicar • Parable • Samaritan • Gospel • Evangelist	<u>Creation and science: conflicting or complementary?</u> Science • Genesis • Big bang theory • Complementary • Creation • Literal • Creator • Conflicting • Interpretation • Theory <u>What do Christians believe Jesus did to 'save' people?</u> Incarnation • Messiah • Salvation • Saviour • Sacrifice • Holy Communion <u>What does it mean for Christians if God is holy and loving?</u>	<u>Was Jesus the Messiah?</u> Messiah • prophecy • Prophet • incarnation • <u>What kind of king was Jesus?</u> eternal • wrathful • gentle • ancient and wise • omnipotent • omniscient • eternal • holy • loving spirit <u>Why is the Torah so important to Jewish people?</u> • Torah • Sefer Torah • Orthodox • Secular • Pesach (Passover) • Synagogue • Kosher

<u>What places are special and why?</u> • Bible • Mosque • Imam • Qur'an • Vicar • Christians • pilgrimage • Muslims • holy • church <u>Why is Easter so special to Christians?</u> • palm • Good Friday • donkey • Sunday • disciples • Jesus • God • salvation • Easter • Hosanna <u>Being special: Where do we belong?</u> • Raksha Badhan • welcome	believe • Bible • Genesis • praise <u>Why does Easter matter to Christians?</u> • God • Salvation • Saviour • Resurrection • Eternal Life • Secular • Easter • Worship • Good Friday • Religious <u>Who is Jewish and how do they live?</u> Synagogue • Torah • Jewish • Mezuzah • Shabbat • Shema • God • Chanukah • Dreidel • Star of David <u>How should we care for others and the world, and why does it matter?</u> • Community • World • Psalm • Stewardship • love	Christians • Jesus • Matthew • Fishermen • Disciples • Tax collector • peace • forgiveness • Apostles <u>Why does Easter matter to Christians?</u> • God • Salvation • Saviour • Resurrection • Eternal Life • Secular • Easter • Worship • Good Friday • Religious <u>Who is Muslim and how do they live (part 2)?</u> • Muslim • Shahadah • Zakat • Hajj • Islam • Prophet • Salah • Sawm • Ramadan • Allah	<u>How and why do people try to make the world a better place?</u> Tikkun Olam • Jewish • Christian • Muslim • Zakat • Stewardship • Steward • Salvation • Humanist • Golden Rule <u>Why do Christians call the day Jesus dies 'Good Friday'?</u> • Salvation • Jerusalem • Resurrection • Forgiveness • Crucifixion • Palm Sunday • Disciples • Sin • Easter • Calvary <u>What do Hindus believe God is like?</u> • Hindu • Brahman • Deity • Namaste •	<u>How do festivals and worship show what matters to Muslims?</u> Prophet • Muhammad • Allah • Fasting • Tawhid • Quran • Salah • Ramadan • Sawm • Eid <u>For Christians, what is the impact of Pentecost?</u> Pentecost • Holy Spirit • Disciples • Lord's Prayer • Baptised • Tongues • Acts • Trinity • Apostle <u>How do festivals and family life show what is important to Jews?</u> Freedom • Torah • Yom Kippur •	Holy • Omnipresent • Omniscient • Believer • Eternal • Loving • Omnipotent • Isaiah • John • Testament <u>Why do some people believe in God and some people do not?</u> Agnostic • Atheist • Convert • Faith • Impact • Representation • Theist • <u>What does it mean to be a Muslim in Britain today?</u> Muslim • Ibadah • Submission • Ramadan • Shahadah • Salah • Sawm • Zakah • Hajj • Pilgrimage	• Progressive • Kashrut <u>What difference does resurrection make to Christians?</u> • crucifixion • justify • fundamental • epitaph • Luke • incarnation • secular • sacrifice • salvation • resurrection <u>What matters most humanists or Christians?</u> • Humanist • Nonreligious • Belief • Moral • Golden rule • Humanism • Worldview • Christian • Values • Authority
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