



Curriculum – Religious Education

Knowledge, Skills & Vocabulary Progression

Courage

Resilience

Honesty

Kindness

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

Knowledge and Skills Progression EYFS

Children will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. Children will be encouraged to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. The teaching of RE sits very firmly within the areas of personal, social and emotional development and understanding the world. Through the questions below the children will talk about similarities and differences between themselves and others, among families, communities and traditions. They will know about their own cultures and beliefs and those of other people. They explore, observe and find out about places and objects that matter in different cultures and beliefs.

RE (LA syllabus)	CREATION Why is the word 'God' so important to Christians?	OLD TESTAMENT STORIES Which stories are special and why? INCARNATION Why do Christians perform Nativity plays at Christmas?	NEW TESTAMENT STORIES Which stories are special and why?	SALVATION Why do Christians put a cross in an Easter Garden?	WORLD FAITH STORIES Which stories are special and why?	WORLD FAITH STORIES Which stories are special and why?
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Knowledge and Skills Progression Understanding Christianity

Creation

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Knowledge		<p>CORE:</p> <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1–2.3 simply. • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for the Creation. • Think, talk and ask questions about living in an amazing world. <p>KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT CHRISTIANS BELIEVE:</p> <ul style="list-style-type: none"> • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God. 		<p>CORE:</p> <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’. • Make clear links between Genesis 1 and what Christians believe about God and Creation. • Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.) • Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. <p>KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT CHRISTIANS BELIEVE:</p> <ul style="list-style-type: none"> • God the Creator cares for the creation, including human beings. • As human beings are part of 		<p>CORE:</p> <ul style="list-style-type: none"> • Outline the importance of Creation on the timeline of the ‘big story’ of the Bible. • Identify what type of text some Christians say Genesis 1 is, and its purpose. • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. • Make clear connections between Genesis 1 and Christian belief about God as Creator. • Show understanding of why many Christians find science and faith go together. • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account. <p>KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • There is much debate and some controversy around the relationship the accounts of creation in Genesis and contemporary

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				<p>God's good creation, they do best when they listen to God.</p> <ul style="list-style-type: none"> • The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). • [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it. 		<p>scientific accounts.</p> <ul style="list-style-type: none"> • These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
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Knowledge and Skills Progression Understanding Christianity

God

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Knowledge	<p>CORE:</p> <ul style="list-style-type: none"> •Identify what a parable is. •Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father <p>Give clear, simple accounts of what the story means to Christians.</p> <ul style="list-style-type: none"> •Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. •Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. •Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. <p>KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT:</p>				<p>CORE:</p> <ul style="list-style-type: none"> •Identify some different types of biblical texts, using technical terms accurately. •Explain connections between biblical texts and Christian ideas of God, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. •Show how Christians put their beliefs into practice in worship. •Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. <p>KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> •Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. 	

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	<p>Christians believe in God, and that they find out about God in the Bible.</p> <ul style="list-style-type: none"> • Christians believe God is loving, kind, fair and forgiving, and also Lord and King. • Some stories show these Christian beliefs. • Christians worship God and try to live in ways that please him. 				<ul style="list-style-type: none"> • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. -• Christians believe getting to know God is like getting to know a person rather than learning information. 	
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Knowledge and Skills Progression Understanding Christianity

People of God

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Knowledge			<p>CORE:</p> <ul style="list-style-type: none"> •Make clear links between the story of Noah and the idea of covenant. •Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. •Make links between the story of Noah and how we live in school and the wider world. <p>KNOWLEDGE BUILDING BLOCKS</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> •The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them and Bible stories show how God keeps his promises. 		<p>CORE:</p> <ul style="list-style-type: none"> • The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them and Bible stories show how God keeps his promises. <p>KNOWLEDGE BUILDING BLOCKS</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> •The Old Testament pieces together the story of the People of God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus’ death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. 	

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Knowledge and Skills Progression Understanding Christianity

Incarnation

	KS1		LKS2 2023-24		UKS2 2023-24		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Skills and Knowledge	<p>CORE:</p> <ul style="list-style-type: none"> •Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians. •Recognise that stories of Jesus’ life come from the Gospels. •Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. •Decide what they personally have to be thankful for at Christmas time <p>Digging Deeper:</p> <ul style="list-style-type: none"> •Recognise that Incarnation is part of the ‘Big Story’ of the Bible. •Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is ‘God on Earth’. •Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus’ birth. •Think, talk and ask questions about the Christmas story and the lessons they might learn 		<p>CORE:</p> <ul style="list-style-type: none"> •Identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter. •Offer suggestions about what texts about baptism and Trinity might mean. •Give examples of what these texts mean to some Christians today. •Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. •Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. <p>KNOWLEDGE BUILDING BLOCKS</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> •Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. 	<p>CORE:</p> <ul style="list-style-type: none"> •Identify John 1 as part of a ‘Gospel’, noting some differences between John and the other Gospels. •Offer suggestions for what texts about God might mean. •Give examples of what the texts studied mean to some Christians. •Describe how Christians show their beliefs about God the Trinity in the way they live. •Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly. <p>KNOWLEDGE BUILDING BLOCKS</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends 	<p>CORE:</p> <ul style="list-style-type: none"> •Explain •the place of Incarnation and Messiah within the ‘big story’ of the Bible. •Identify Gospel and prophecy texts, using technical terms. •Explain connections between biblical texts, Incarnation and Messiah, using theological terms. •Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas. •Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. •Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives. <p>KNOWLEDGE BUILDING BLOCKS</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> •Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore 		

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	<p>from it: for example, about being kind and generous.</p> <p>KNOWLEDGE</p> <p>BUILDING BLOCKS</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming. 		<ul style="list-style-type: none"> • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. • Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<p>the Holy Spirit to his followers.</p> <ul style="list-style-type: none"> • Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. • Understanding God is challenging; people spend their whole lives learning more and more about God. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<p>the relationship between humans and God.</p> <ul style="list-style-type: none"> • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (See Salvation). 	
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Knowledge and Skills Progression Understanding Christianity

Gospel

	KS1		LKS2 2023-24		UKS2 2023-24		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Skills and Knowledge	<p>CORE:</p> <ul style="list-style-type: none"> •Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. •Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. •Recognise that Jesus gives instructions to people about how to behave. •Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. •Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). •Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas. <p>Digging Deeper</p> <ul style="list-style-type: none"> •Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. •Give clear, simple accounts of what the texts mean to 				<p>CORE:</p> <ul style="list-style-type: none"> •Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. •Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. •Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. •Make simple links between Bible texts and the concept of 'Gospel' (good news). •Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. •Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. <p>KNOWLEDGE BUILDING BLOCKS</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> •Christians believe Jesus challenges everyone about how to live — he sets the example for 		<p>CORE:</p> <ul style="list-style-type: none"> •Identify features of Gospel texts (for example, teachings, parable, narrative). •Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. •Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. •Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own. <p>KNOWLEDGE BUILDING BLOCKS</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> •The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by

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Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.

- Describe how Christians show their beliefs: for example, thanking God in prayer.

- Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.

- Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.

KNOWLEDGE BUILDING BLOCKS

PUPILS WILL KNOW THAT:

- Christians believe Jesus brings good news for all people.

- For Christians, this good news includes being loved by God, and being forgiven for bad things.

- Christians believe Jesus is a friend to the poor and friendless.

- Christians believe Jesus' teachings make people think hard about how to live and show them the right way.

loving God and your neighbour, putting others first.

- Jesus shows love and forgiveness to unlikely people.

- Christians try to be like Jesus — they want to know him better and better.

- Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.

human sin.

- Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.

- Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.

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Knowledge and Skills Progression Understanding Christianity

Salvation

	KS1		LKS2 2023-24		UKS2 2023-24	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Knowledge	<p>CORE:</p> <ul style="list-style-type: none"> •Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible. •Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). •Recognise that Jesus gives instructions about how to behave. •Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter. •Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. <p>KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> •Easter is very important in the ‘big story’ of the Bible. • Christians believe Jesus rose again, giving people hope of a new life. 	<p>DIGGING DEEPER:</p> <ul style="list-style-type: none"> •Recognise that God, Incarnation, Gospel and Salvation are part of the ‘big story’ of the Bible. •Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). •Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. •Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas <p>KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> •Easter is very important in the ‘big story’ of the Bible. •Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. 		<p>DIGGING DEEPER:</p> <ul style="list-style-type: none"> •Offer suggestions about what the narrative of the Last Supper, Judas’ betrayal and Peter’s denial might mean. •Give examples of what the texts studied mean to some Christians. •Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. •Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. •Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live. <p>KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT:</p>	<p>CORE:</p> <ul style="list-style-type: none"> •Outline the timeline of the ‘big story’ of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. •Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. •Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. •Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways. •Explain why some people find belief in the Resurrection makes sense and inspires them. •Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to 	

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		<ul style="list-style-type: none"> • Christians believe Jesus rose again, giving people hope of a new life. 		<ul style="list-style-type: none"> • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection. 	<p>challenges and problems in the world today.</p> <p>KNOWLEDGE</p> <p>BUILDING BLOCKS</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> • Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). 	
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Knowledge and Skills Progression Understanding Christianity

Kingdom of God

	KS1		LKS2 2023-24		UKS2 2023-24	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Knowledge			<p>CORE:</p> <ul style="list-style-type: none"> •Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. •Offer suggestions about what the description of Pentecost in Acts 2 might mean. •Give examples of what Pentecost means to some Christians now. •Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. •Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas. <p>KNOWLEDGE BUILDING BLOCKS</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> •Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in 			<p>CORE:</p> <ul style="list-style-type: none"> •Explain connections between biblical texts and the concept of the Kingdom of God. •Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. •Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. •Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas. <p>KNOWLEDGE BUILDING BLOCKS</p> <p>PUPILS WILL KNOW THAT:</p> <ul style="list-style-type: none"> •Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.

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			<p>heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').</p> <ul style="list-style-type: none"> • Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost as the beginning of the Church. 			<ul style="list-style-type: none"> • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.
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Knowledge and Skills Progression World Faiths

Judaism

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Knowledge	<p>Part 1</p> <ul style="list-style-type: none"> • I can talk about how the mezuzah in the home reminds Jewish people about God. • I can make links between some Jewish teaching and how Jewish people live. • I can talk about how Shabbat is a special day of the week for Jewish people. • I can give some examples of what Jewish people might do to celebrate Shabbat. • I can express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people choose to celebrate in these ways. <p>Knowledge building blocks: Pupils will learn:</p> <ul style="list-style-type: none"> • That many people have objects in their home that are 'precious' to them and that these can be linked to religion • To recognise objects that can be found in many Jewish homes • What some of the words inside a mezuzah mean • That Jewish people believe in one God • Why a mezuzah is put on the doorposts of houses 					<ul style="list-style-type: none"> • I can make connections between Jewish practice, teachings from the Torah and their beliefs about God. • I can give examples of Jewish festivals and describe how they impact Jewish people today. • I can explain the meaning and significance of Jewish rituals and practices. • I can comment thoughtfully on how the role of women varies within Judaism. • I can answer the key question from different perspectives, including my own. <p>Knowledge building blocks: Pupils will know that:</p> <ul style="list-style-type: none"> • Jewish people believe in one God and that the Shema prayer gives details of the ways in which Jewish people should live, worship God and pray. • Jewish people follow the teachings of the Torah. It teaches them how to pray, worship and how to treat others. • Yom Kippur and Rosh Hashanah are the holiest days for Jewish people, where they ask for forgiveness at the start of their new year. • Jewish people celebrate Pesach each year to remember God's rescue and faithfulness to the Israelites.

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- Why Jewish people celebrate Shabbat
- How Jewish people welcome Shabbat on a Friday night
- How Jewish people both rest and pray at Shabbat

Part 2

- **I can retell** a story the story of Chanukah.
- **I can suggest** what this story shows Jewish people about God.
- **I can talk about how** Chanukah is a special time for Jewish people.
- **I can talk about and suggest why** the Synagogue is a special place for Jewish people.
- **I can express my own ideas** about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people choose to celebrate in these ways.

Knowledge

Pupils will learn:

- The story of Chanukah
- Jewish practices at Chanukah
- How Jewish practices at Chanukah help Jews to reflect on important aspects of the story

- Tzedakah means 'healing the world' which is an important value in the Jewish faith as they are all challenged to care for the world that God gave them and the people who live upon it.

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Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"

Knowledge and Skills Progression World Faiths

Islam

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Knowledge		<p>Part 1</p> <ul style="list-style-type: none"> • I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah • I can re-tell a story about the life of the Prophet Muhammad • I can recognise some objects used by Muslims and suggest why they are important • I can ask some questions about God that are hard to answer and offer some ideas of their own. • I can find out about and respond with ideas to examples of cooperation between people who are different. <p>Part 2</p> <ul style="list-style-type: none"> • I can make links between what the Holy Qur'an says and how Muslims behave. I can identify some ways Muslims pray, worship and celebrate. • I can talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. 			<p>Part 1</p> <ul style="list-style-type: none"> • I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhamad. • I can give examples of how each pillar might affect the life of a Muslim. • I can make connections between the key functions of the mosque and the beliefs of Muslims. • I can describe the forms of guidance a Muslim uses and compare them to forms of guidance I experience. • I can comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life. • I can answer the key question from different perspectives, including my own. <p>Part 2</p> <ul style="list-style-type: none"> • I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhamad. • I can identify and explain connections between the key functions of the Mosque and the beliefs of Muslims. • I can comment thoughtfully on the value and purpose of 	

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	<ul style="list-style-type: none"> • I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. • I can ask some questions about God that are hard to answer and offer some ideas of my own. <p>Knowledge building blocks: Pupils will learn:</p> <ul style="list-style-type: none"> •The Muslim word for God is in the Arabic language: Allah. •That Muhammad (PBUH) is a special leader. -The Prophet cared for all Allah’s creation -Muhammad forbade cruelty to any animal, -Muhammad believed in fairness and justice for all •That the Muslim place of worship is a Mosque. •That the Muslim Special Book is called the Qur’an. •The significance of a prayer mat, water and Qur’an stand. •That Muslim’s face Mecca to worship. •The key features of a Mosque- minaret, dome, lack of furniture, etc. • About wudu. •About the Shahadah. •Arabic Calligraphy. • The importance of fasting during Ramadan. 			<p>religious practices and rituals in a Muslim’s daily life.</p> <ul style="list-style-type: none"> • I can offer my views and ideas on the value and importance of pilgrimage, fasting, charity and celebrations in the life of a Muslim. • I can describe and reflect on the significance of the Holy Qur’an to Muslims • I can explain what different people think it means to be a Muslim. • I can answer the key question from different perspectives, including my own. <p>Knowledge building blocks: Pupils will learn:</p> <ul style="list-style-type: none"> •The five pillars of Islam are shahadah - a belief in one God, salah - prayer, five times a day, sawm- fasting in the month of Ramadan, hajj -pilgrimage and zakah- the giving of alms •Qur’an – is a source of guidance. •Hadiths - words, actions and instructions of the Prophet Muhammad (pbuh). 	
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Knowledge and Skills Progression World Faiths

Sikhi

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Knowledge			<p>Term 3</p> <ul style="list-style-type: none"> • I can describe things that are important to Sikhs and show how these impact their lives and actions. • I can make suggestions about what Sikhs believe about God. • I can make links between Sikh stories and the actions of Sikhs today. • I can explain what the 5K's are and why they are important to Khalsa Sikh's. • I can make suggestions about why it is important for Sikhs to become part of the Khalsa. <p>Knowledge building blocks:</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Sikhs believe that there is only one God, who they have several names for. (Waheguru) • Sikhs try to put the teachings and examples of the 10 gurus into daily practice by living a good life, treating everyone equally and sharing all they have. • It is important for Sikh's to belong to a community of believers called the Khalsa. • Khalsa Sikhs wear 5 articles of faith which reminds them of their faith and duty as a Sikh. <p>Term 4</p>			

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		<ul style="list-style-type: none"> • I can describe Sikh worship and suggest the significance of each part of it. • I can make clear links between the teachings of the Guru Granth Sahib and seva. • I can describe some of the same / different things Sikhs' do which show equality in the Langar. • I can explain what happens at Vaisakhi and why Sikhs' celebrate it. • I can discuss reasons why being a Sikh is a good thing in Britain today and reasons why it might be hard sometimes. <p>Knowledge building blocks:</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • Sikhs can worship at any time or day, at home or in the Gurdwara. • Sikhs are expected to pray three times a day and mediate and recite words from the holy scriptures • Sikh people respect and regard The Guru Granth Sahib as a living Guru. • The Gurdwara is place that is welcome and open to everyone and is known as the 'doorway to the house of God' • All Sikhs are encouraged by their Guru (Guru Granth Sahib) to perform Seva or Selfless Service. • Vaisakhi is the biggest and most important Sikh festival, where they remember the founding of the Khalsa and the Sikh New Year. 			
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Knowledge and Skills Progression World Faiths

Hindu Dharma

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Skills and Knowledge				<p>Pupils will learn:</p> <ul style="list-style-type: none"> •Describe Hindu beliefs about God. •Find out more about how Hindus worship god. •Look for similarities and differences between the life of a Hindu child and the life of a child from another religion or a non-religious child. •Give simple reasons for the different aspects of puja and how they reflect Hindu beliefs •Describe two of the four aims in Hindu life; Dharma and Moksha. •Find out more about the metaphor of the journey of life for Hindus and for themselves. •Look for similarities and differences between duty for Hindu children and for themselves. <p>Knowledge building blocks:</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> •Hindu deities. Hanuman and Ganesh •There are millions of gods, representing aspects of the one God, designed to help humans focus in worship. •Puja - Hindu worship (puja tray: a small bell, flowers, a pot of water, a murti or image of a Hindu deity, some sweets or sugar and a spoon. A diva lamp is a small simple lamp; a wick in wax or ghee. •Further elements to puja: Aarti and Bhajans. •Hindu aims and duties. •Dharma - religious or moral duty. 	

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				<ul style="list-style-type: none"> •Moksha - ultimate liberation from the cycle of birth and death, and reunion with God •Reincarnation: the cycle of birth, death and rebirth. This is a key Hindu belief. <p>Pupils will think about:</p> <ul style="list-style-type: none"> •Describe the Hindu belief in Karma •Think of reasons why Gandhi behaved in the way he did. How does this show Hindu beliefs. •Describe some key events in the life of Gandhi. •Describe how the life of Gandhi shows Hindu beliefs in action •Describe how vibrant British Hindu life is. •Describe examples of where the life of a Hindu can be seen in Britain. •Consider questions about how it could be hard for British Hindu children to live across two cultures, but it could also be exciting and enriching. <p><u>Knowledge building blocks:</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> •Karma •Mahatma Gandhi: a man who devoted his whole life to fighting injustice. Gandhi also followed another important duty to live simply. •Where British Hindu populations live. •In 1945, India was still controlled by Britain and Indian people were considered part of the British Empire. The British government asked workers from India and Pakistan, as well as the Caribbean, to settle in Britain and help the rebuilding from 1945 onwards. •Hindu festivals in Britain (Holi and Diwali) •Hindu weddings 	
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Knowledge and Skills Progression World Faiths

Humanism

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Knowledge		<ul style="list-style-type: none"> • Explain who Humanists are. • Describe what Humanists believe makes us special. • Know that the symbol for Humanism is The Happy Human. • Know that Humanists chose this as their symbol because being happy is really important. • Understand that there are different ways to be happy. • Explain the difference between reason and empathy. • Know what the golden rule is. • Know that Humanists celebrate key moments in their lives. • Talk about what happens at a baby's naming ceremony. <p>Knowledge building blocks: Pupils will know that:</p> <ul style="list-style-type: none"> • Humanism isn't a religion, but a way of thinking and living. • Humanists do not believe in God or gods. • They believe that this is our only life, so it is very 	<ul style="list-style-type: none"> • Explain who Humanists are. • Describe what Humanists believe makes us special. • Understand that there are different ways to be happy. • Explain the difference between reason and empathy. • Know what the golden rule is. • Know that Humanists celebrate key moments in their lives. • I can talk about what happens at a Humanist wedding. • I can identify some similarities and differences between a Christian wedding and a Humanist wedding. • Know that Humanists do not have a place of worship and why. • Understand that Humanists celebrate humanity's achievements – intellectual, technological and creative. • Name some of the shared values Humanists hold. • Know that Humanists care about the environment and want to protect it. • Know that most Humanists believe that human beings can make the world a better place. <p>Knowledge building blocks:</p>			<ul style="list-style-type: none"> • I can explain what makes someone a humanist. • I know that most humanists believe human beings evolved over time. • I understand that humanists believe science is the best method to understand the universe. • I know that humanists adapt or change their beliefs when faced with new evidence. • I know that humanists believe there is no persuasive evidence for the existence of a god or gods. • I understand that atheism is no belief in a god or gods. • I know that being agnostic means that you are unsure and cannot know whether there a god or gods exist. • I can explain that humanists believe that you can be good and live a happy life without the need for a god or gods. • I understand that humanists can experience spiritual moments. • I know that not all humanists would describe an experience as spiritual.

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	<p>important to live a worthwhile, happy life for ourselves and others.</p> <ul style="list-style-type: none"> •There are different ways of being happy •Humanists believe we should be good to one another; promoting happiness and avoiding doing harm •Humanists consider the consequences of their actions •Humanists know the importance of empathy when making decisions about how we should act •The Golden Rule means treating others as you would want to be treated. •Taking care of other living creatures and the natural world is really important to a Humanist. 	<p>Pupils will know that:</p> <ul style="list-style-type: none"> •Humanism isn't a religion, but a way of thinking and living. •Humanists do not believe in God or gods and believe You do not need to follow a religion or believe in a God to be happy. •They believe that this is our only life, so it is very important to live a worthwhile, happy life for ourselves and others. •Humanists know the importance of empathy when making decisions about how we should act •The Golden Rule means treating others as you would want to be treated. •Taking care of other living creatures and the natural world is really important to a Humanist. •A Humanist celebrates humanity and the human spirit – intellectual, technological and creative/artistic achievements •No place of worship – instead Humanists take pleasure in both the natural wonder of the world around us and human creativity. •Many Humanists have shared moral values – kindness, compassion, fairness, justice, honesty •Happiness as a worthwhile goal; happiness as more than simple sensory pleasures: the importance of relationships, exploration, and achieving our 			<ul style="list-style-type: none"> •I understand that for a humanist, spiritual moments are not connected to a god or gods or the supernatural. •I know that for humanists, nature and the world around them can be a source of excitement and beauty. •I know that humanists believe science helps reveal and enhance nature's hidden beauty. <p>Knowledge building blocks:</p> <p>Pupils will know that:</p> <ul style="list-style-type: none"> •Humanism isn't a religion, but a way of thinking and living. •Humanists do not believe in God or gods and that there is no persuasive evidence for the existence of a god or gods. •They believe that this is our only life, so it is very important to live a worthwhile, happy life for ourselves and others. •Humanists value creativity, discovery of new information, the beauty of the world around them, friendship, democracy and equality. •Humanists believe science is the best method to understand the universe. •Humanists adapt or change their beliefs when faced with new evidence. •Atheism is no belief in a god or gods. •Agnosticism is the belief that we cannot know whether there a god or gods exist.
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			<p>goals. The time to be happy is now – there is only one life.</p> <ul style="list-style-type: none"> •Humanists do not have special festivals; however, many humanists will celebrate cultural occasions. •Many Humanists mark key moments in people’s lives such as births, weddings, and deaths •Humanist weddings celebrate two people agreeing to spend the rest of their lives together, making a wedding personal and meaningful to the couple. •Human relationships are really important, particularly the need for love and support from other people in our lives (particularly given the absence of belief in a god or gods), including the need to offer support as well as accept it. 			<ul style="list-style-type: none"> •You can live a good and happy life without the need for a god or gods. •Humanists experience spirituality in awe and wonder moments. •Nature and the world around them is a source of excitement and beauty. •When a humanist describes something as spiritual, they are not connecting it to a god or gods or the supernatural.
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Knowledge and Skills Progression Universal

How should we care for others and the world and why does it matter?

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Knowledge		<ul style="list-style-type: none"> •Give an example of what Jesus said about the importance of children •Give simple examples of how people are unique and valuable •Describe how it feels when people are not kind •Consider questions such as what does this story teach about caring? •Look for similarities and differences between different stories from the bible about caring •Identify two examples of religious believers caring for people •Give simple reasons why Jesus told the story of the Good Samaritan •Give examples of what believers do as a result of learning from the Good Samaritan and/or Four friends and the paralysed man •Describe how Jewish people might help people making links to the festival of Sukkot •Find out more about Tzedekah •Consider questions such as who needs our help? •The links between the teaching in the Torah and caring •Think of some ways Jewish people care for the world 				

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		<ul style="list-style-type: none"> •Describe how Mother Teresa or Dr Barnado have put their beliefs into action •Consider questions such as what would it be like if everyone followed the golden rule? •Some people look after the world because God is a creator •Describe different ideas about what God might be like from reading the creation story •Share their own creative ideas about what the creation story says about God •Give their own answer to the unit question, giving simple reasons for their answers <p>Knowledge building blocks:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> •The story of people bringing children to Jesus -Matthew 6:26 •The story of the Good Samaritan. (Luke 10:25-37) •The story of the Four friends who take the paralysed man to Jesus (Luke 5:17-26) and Jesus Special friends (Luke 5:7-11) •Tzedekah is the Jewish idea of charitable giving. •The story of Mother Teresa, Doctor Barnardo to illustrate how some people have shown their care to people in a very specific way. •The Golden Rule: 'Treat other people as you would like them to treat you.' 				
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Knowledge and Skills Progression Universal

What can be done to reduce Racism? Can religion help?

	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills and Knowledge						<ul style="list-style-type: none"> • Describe how sacred texts carry messages about racial justice • Consider questions about why racism happens and how it can be reduced, giving reasons for their ideas • Explain links between different cases of racism using key words including 'stereotype' and 'prejudice.' • Express thoughtful views about how racism can be reduced, including within religions. • Describe the stories of the two statues in Bristol • Consider texts and ideas about racism, equality and memorialisation, thinking about what justice requires. • Explain links and contrasts between the two stories and the contributions they made to the history of Bristol, of slavery and of Christianity. • Express thoughtful views about key questions in thinking about how to reduce racism. • Describe the meaning and importance of Acts 10 for Christians today • Consider different possible meanings for Acts 10 and rank them, giving reasons • Explain links between the Biblical story and the Christian community today • Express thoughtful views about ways in which a community such as a

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						<p>church can be a place of welcome for everyone, including people from minority ethnic communities.</p> <ul style="list-style-type: none"> • Describe three or more variations of the Golden Rule • Consider texts and ideas about treating others as you want to be treated, applying the teaching to varied ethical dilemmas • Explain links between following the Golden Rule and being antiracist • Express thoughtful views about how the Golden Rule could change their community and our whole society for the better. • Describe how 3 or more religious stories share some messages about fairness or about racism • Consider texts and ideas about how people can change their minds in the direction of justice • Explain links between religions in what they teach about why racism is wrong • Express thoughtful views about how the religious stories they have studied could make a difference to problems caused by racism. • Describe visions of harmony in society in depth • Consider different ways of understanding what makes society more respectful • Express thoughtful views about what unites and what divides humanity. <p>Knowledge building blocks:</p> <p>Pupils will know:</p> <ul style="list-style-type: none"> • Introduce in simple terms the key words 'stereotyping' (looking at everyone in a large group and saying
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						<p>'they are all the same') and prejudice (judging people without knowing them individually, in a bad way).</p> <ul style="list-style-type: none"> •The story of slave trader Edward Colston, whose statue was dumped in Bristol docks by 'Black Lives Matter' protestors in spring 2020. •The story of John Wesley, whose statue still stands in Bristol, honouring (among other things) his anti-slavery Christian convictions and his influence as an Abolitionist. •The first Christians were middle-Eastern Jewish people-not white. •The Golden Rule in different versions from many religions. •The negative form ('Don't do to others what you don't want done to you') - 'The Silver Rule.
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Key Vocabulary

Understanding Christianity

God	Creation	Fall	People of God	Incarnation	Gospel	Salvation	Kingdom of God
God	God	Timeline	Promises	Christmas	Good News	Easter	Pentecost
Bible	Bible	Responsible	Agreements	Nativity	Friendship	Palm Sunday	Holy Spirit
Creation	Creation	Design	Covenant	Special	Forgiveness	King	Kingdom
Church	Church	Garden of Eden	Vows	Celebrate	Peace	Save	Anxieties
Worship	Worship	Temptation	Faith	Thanksgiving	Instructions	Rescue	Worries
Pray	Pray	Human Nature	Trust	Welcome	Community	Palm	Bereaved
Harvest	Harvest	Forgiveness	Freedom	Precious	Sharing	Good Friday	King
Christian	Christian	Punishment	Justice	Advent	Thankful	Easter Saturday	Comforter
Lord's Prayer	Lord's Prayer	Sin	Theological	Bethlehem	Neighbour	Easter Sunday	Fruits of the Spirit
Thanks	Thanks	Commandments	Exodus	Good News	Disciple	Commandment	Virtues
Baptism	Baptism		Slavery	Gospels	Clergy	Risen	Parish
Charity	Charity		Obedience	Gratitude	Teachings	Hero	Fellowship
Omnipotent	Jewish		Salvation	Church	Parable	Samaritan	Narrative
Eternal	Creator		Commandments	Crib	Hidden Meaning	Gospel	Letter (as text)
Omniscient	Universe		Covenant	Incarnate	Love	Hosanna	Inaugurated
Holy	Relationship		Christian Church	Messiah	Hypocrisy	Incarnation	Invisible
Loving	Unique		Injustice	Prophecy	Social Justice	Holy Week	Body of Christ
Forgiving	Contemporary		Mission	Trinity	National	Worship	Father
Sin	Scientific		Nomads	Incarnation	Global	Festival	Son
Grace	Controversy			Saviour	Sermon	Symbol	Unjust
Injustice	Conflict			Anointed	Commandments	Cross	
Confessional	Wonder			Transformation	Miracle	Crucifix	
Reconciliation	Majesty			Transfiguration	Transformation	Suffering	
Holiness	Power			Revolution	Sacrament	Forgiveness	
Psalms	Interpretations				Discipleship	Lent	
	Cosmology					Creation	
	Evolution					Fall	
						Maundy Thursday	
						Last Supper	
						Holy Communion	
						Passover	
						Death	
						Crucifixion	
						Resurrection	
						Ritual	
						Betrayal	
						Trust	
						Pesach	
						Sacrifice	

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						Eucharist Mass Victory Restoration Epitaph Memorial	
World Faiths				Non-Religious World Views			
Judaism	Islam	Sikhi	Hindu Dharma	Humanism	UNIVERSAL How should we care for others and the world, and why does it matter?	Universal What can be done to reduce racism? Can religion help?	Green Religion? How and why should religious communities do more to care for the Earth?
Jewish Judaism Synagogue G_d prophet Torah Shabbat Worship Prayer Talmud Rosh Hashanah Yom Kippur Pesach Seder Fast Shofar	Muslim Islam Mosque Allah prophet Qur'an Prophet Muhammad (pbuh) Worship - ibadah Prayer – salah Shahadah Salah Zakat Sawm Hajj Ramadan ummah Makkah	Sikhi Guru Nanak Guru Gobind Singh Guru Guru Granth Sahib Gurdwara Gurmukh Mool Mantra Amrit Khalsa 5 Ks Seva Langar Waheguru Khanda Karma Paat Kirtan Vaisakhi	dharma ashrama dharma atman artha kama karma moksha Samsara Mandir Shrine deity murti puja Sewa Aum (Om) Aarti Brahman Trimurti Brahma Vishnu Shiva Diwali	humanist, humanism, humanity, non-religious, worldview, atheism, agnosticism, science, evidence, curiosity, evolution, natural selection, The Big Bang, reason, empathy, compassion, respect, dignity, The Golden Rule, responsibility, human rights, Happy Human, flourishing, spirituality, awe, wonder	Jesus Bible Valuable Unique Caring Samaritan Jewish Sukkot Torah Tzedekah	Fairness Prejudice Racism Ethnicity Justice Hate speech Tolerance Sensitivity Respect Acceptance Islam Judaism Christianity Hinduism Buddhism Sikhi Non-religious worldviews	(This is a possible RE Day in school)

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