



Long Term Individual Subject Curriculum Plan 2020-21

Subject- RE

The Agreed Syllabus for Religious Education in Lancashire aims to ensure that all pupils:

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.
- Are supported in reflecting upon, developing and affirming their own beliefs, values and attitudes through the exploration of *shared human experience* and significance of religion in the contemporary world.

| Key Question<br>Used all Year     | Autumn 1<br>Focus<br>Question   | Autumn 2<br>Focus<br>Question  | Spring 1<br>Focus<br>Question   | Spring 2<br>Focus<br>Question  | Summer 1<br>Focus<br>Question  | Summer 2<br>Focus<br>Question   |
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| Y6<br><br>Is life like a journey? | Christianity ( God)<br><br>How do Christians mark the 'turning points' on the journey of life?                | Hinduism<br><br>Is there one journey or many?  | Islam<br><br>What is Hajj and why is it important to Muslims?                                 | Christianity ( Jesus )<br><br>Why do Christians believe Good Friday is good?                         | Buddhism<br><br>What do we mean by a 'good' life?  | Christianity ( Church )<br><br>If life is like a journey, what is the destination?                |
| Knowledge and Skills              | <u>Beliefs and Values:</u><br><br>* Explain how rituals (sacraments/rites of passage) might reflect Christian | <u>Beliefs and Values:</u><br><br>* Analyse Hindu beliefs about samsara, karma and moksha and how these are linked | <u>Beliefs and Values:</u><br><br>* analyse the Five Pillars of Islam and how they are linked | <u>Beliefs and Values:</u><br><br>• retell the events leading up to and including the death of Jesus | <u>Beliefs and Values:</u><br><br>analyse Buddhist beliefs and teachings about how to be content | <u>Beliefs and Values:</u><br><br>• explain how beliefs about the death and resurrection of Jesus |

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| <p>(to be revised and added to with each unit)</p> | <p>beliefs about their relationship with God</p> <ul style="list-style-type: none"> <li>* Explain how these rituals might differ between different denominations (eg. infant baptism and believer's baptism)</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>* Analyse the importance of Christian rites of passage as an expression of faith and commitment</li> <li>* Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies.</li> </ul> <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>* Discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life</li> <li>Consider the value of celebrating landmarks in life – for individuals and communities</li> </ul> <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>* Ask and respond thoughtfully to</li> </ul> | <ul style="list-style-type: none"> <li>* explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life'</li> <li>* explain how belief in reincarnation and the law of karma might affect the way a Hindu lives</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>* describe and explain the four ashramas (stages of life) in the life of a Hindu</li> <li>* explain how a person might change as they move from one ashrama to the next</li> <li>* consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama</li> </ul> <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>* discuss the special milestones that we might celebrate during a person's lifetime</li> <li>* discuss how our rights, responsibilities and relationships with others</li> </ul> | <ul style="list-style-type: none"> <li>* explain how the beliefs and values of Islam might guide a person through life</li> <li>* explain the importance of the Ummah for Muslims and that this is a community of diverse members</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>* describe and explain the importance of Hajj, including the practices, rituals and impact</li> <li>* explain how a person might change once becoming a hajji</li> <li>consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage</li> </ul> <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>* discuss the various events that might happen on the journey of life and how people might change over the course of their life</li> <li>* consider what support people might need on life's journey</li> </ul> | <p>explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life</p> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>• explain how and why Christian individuals and communities might celebrate the events of Holy Week</li> <li>• use religious vocabulary to describe and explain the Eucharist</li> <li>explain different Christian beliefs about the Eucharist and its importance</li> </ul> <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>• consider how people might mature and become stronger through overcoming difficulties</li> <li>• consider the value of being part of a community on the 'journey of life'</li> </ul> | <ul style="list-style-type: none"> <li>* explain Buddhist beliefs and values contained within the story of Prince Siddhartha</li> <li>* Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>* describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist.</li> <li>* consider the importance of daily meditation in Buddhism</li> </ul> <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>* discuss the meaning of contentment – is it the same as happiness, or something different?</li> <li>* raise questions about the human experience of being unsatisfied – why do humans so often</li> </ul> | <p>might affect the life of a Christian</p> <ul style="list-style-type: none"> <li>• explain (simply) Christian beliefs about salvation</li> <li>explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>• explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation)</li> <li>• analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice</li> </ul> <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>• discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others</li> </ul> |
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|   | <p>questions about how they have changed during their life so far – and how they might continue to change</p> <p>Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life</p> | <p>might change as we go through life</p> <p><b><u>Search for Personal Meaning:</u></b></p> <p>* ask and respond thoughtfully to questions about their own journey of life<br/>* consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future</p> | <p><b><u>Search for Personal Meaning:</u></b></p> <p>* ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed</p> | <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>• raise questions and discuss the extent to which they agree that ‘suffering makes you stronger’</li> <li>• discuss own experiences and attitudes towards the importance of having companionship on the journey of life</li> </ul> | <p>want more than they have? To what extent does this prevent people from ever being happy?</p> <p><b><u>Search for Personal Meaning:</u></b></p> <p>* ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control of<br/>* discuss the potential barriers to their happiness and what they can do to overcome these</p> | <p>discuss the importance of saying sorry and forgiveness in maintaining relationships with others.</p> <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>• raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences)</li> <li>• reflect on the benefits and difficulties of forgiveness</li> </ul> |
| <b>Key Vocab</b>  | ritual, sacrament, rites of passage, denominations, baptism, responsibilities, ceremonies, wisdom, guidance  | Hindu, samsara, karma, moshka, reincarnation, ashramas, samskaras   | Muslim, Islam, Five Pillars, Hajj, ritual, pilgrimage, journey   | Christian, suffering, resurrection, comfort, Holy Week, Eucharist   | Buddhist, Buddhism, The Four Noble Truths, Prince Siddhartha, Eight Fold Path, Meditation, contentment, happiness, barriers.   | Resurrection, salvation, journey, forgiveness, confession, repentance, atonement, reconciliation   |
| Y5<br>Where can we find guidance about how to live our lives? | <b>Christianity (God)</b><br>Why is it sometimes difficult to do the right thing?  | <b>Islam</b><br>Why is the Qur’an so important to Muslims?  | <b>Hindu dharma</b><br>What might Hindus learn from stories about Krishna?   | <b>Christianity (Jesus)</b><br>What do we mean by a miracle?  | <b>Christianity (Church)</b><br>How do people decide what to believe?  | <b>Judaism</b><br>Do people need laws to guide them?   |

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| <p><b>Knowledge and Skills</b></p> | <p><b><u>Beliefs and Values:</u></b></p> <ul style="list-style-type: none"> <li>* describe Christian beliefs about sin and forgiveness</li> <li>* describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God</li> <li>* suggest different ways that this story might be understood by Christians</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>* describe and explain how and why Christians might use the Lord’s Prayer</li> <li>* analyse and interpret the Lord’s Prayer – and what guidance it provides for Christians</li> <li>* suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations</li> </ul> <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>*consider the different ways that myth and stories are and used</li> <li>* explain how a ‘truth’ might be contained within a story</li> </ul> | <p><b><u>Beliefs and Values:</u></b></p> <ul style="list-style-type: none"> <li>• explore Islamic beliefs about the Qur’an as the word of God</li> <li>• explain how and why the Qur’an is a source of guidance for life for a Muslim</li> <li>• Explain the impact of believing that the Qur’an is divine revelation</li> <li>• Describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>• explain how and why Muslims might commemorate the Night of Power</li> <li>• describe and explain a variety of ways that Muslims might show respect for the Qur’an – and how this symbolises their respect for God</li> <li>• explain how the teachings of the Qur’an might influence the actions and choices of a Muslim</li> </ul> | <p><b><u>Beliefs and Values:</u></b></p> <ul style="list-style-type: none"> <li>* make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty</li> <li>* explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus</li> <li>* explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>* describe and explain a variety of ways that Hindus might celebrate the festival of Holi</li> <li>* suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate</li> <li>* explain how Holi celebrations might express Hindu beliefs about equality</li> </ul> <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>* explain how festivals and celebrations might be helpful ways for communities and societies</li> </ul> | <p><b><u>Beliefs and Values:</u></b></p> <ul style="list-style-type: none"> <li>• describe Christian beliefs about miracles as ‘signs’ of the divinity of Jesus</li> <li>• retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>• describe why some Christians might go on pilgrimage to places associated with miraculous events</li> <li>• explain the impact that belief in miracles and the power of prayer might have on a Christian</li> </ul> <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>• explain the difference between fact, opinion and belief</li> <li>• consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a</li> </ul> | <p><b><u>Beliefs and Values:</u></b></p> <ul style="list-style-type: none"> <li>• describe what Christians mean when they talk about one God in Trinity</li> <li>• identify the beliefs contained within the Apostle’s Cree</li> <li>• Explain why the Christian community (The Church) might want/need an agreed statement of belief</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>• describe and explain the meaning of a range of symbols that might be used for the Trinity</li> <li>• explain how symbols might unite the worldwide Christian Church</li> <li>• describe the role of places like Taizé where Christians from different backgrounds might come together to worship</li> </ul> | <p><b><u>Beliefs and Values:</u></b></p> <ul style="list-style-type: none"> <li>• Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers</li> <li>• Explain the impact of Jewish beliefs and values – including reasons for diversity</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>• Explain differing forms of expression within the context of Jewish worship.</li> <li>• Describe diversity of religious practices and lifestyle within</li> <li>• Interpret the deeper meaning of symbolism – contained in stories, images and actions</li> </ul> <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>• Explain (with appropriate examples) where people might</li> </ul> |
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|                       | <p><b><u>Search for Personal Meaning:</u></b></p> <p>* consider how they decide what is ‘true’ – and how there might be different types of truth<br/>* discuss and debate things that they consider to be true that others might disagree with</p> | <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>• discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority</li> <li>• suggest when and why people might want guidance about how to live</li> </ul> <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>• discuss who or what has guided them in their own beliefs, values and commitments</li> <li>• reflect on what ‘ultimate authority’ might mean for them</li> </ul> | <p>to pass on values, guidance and traditions<br/>* consider the different ways that myth and stories are and used<br/>* explain how a ‘truth’ might be contained within a story</p> <p><b><u>Search for Personal Meaning:</u></b></p> <p>* consider how they decide what is ‘true’ – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)<br/>* discuss and debate things that they consider to be true that others might disagree with</p> | <p>strange coincidence, an act of God</p> <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>• discuss their own beliefs – is there anything that they accept as truth which others may not agree with?</li> <li>• reflect on how they make decisions about what is/is not true</li> </ul> | <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>• consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life</li> <li>• discuss different responses to sources of authority</li> </ul> <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>• raise meaningful questions about things that puzzle them</li> <li>• differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values</li> </ul> | <p>seek wisdom and guidance</p> <ul style="list-style-type: none"> <li>• Consider the role of rules and guidance in uniting communities</li> </ul> <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>• Discuss and debate the sources of guidance available to them</li> <li>• Consider the value of differing sources of guidance</li> </ul> |
| <b>Key Vocabulary</b> | Christian, beliefs, sin, forgiveness, Genesis, Lord’s Prayer, Adam and Eve, temptation.  | Qu’ran, Muslim, Muhammed (pbuh), prophet, guidance, symbolise, wisdom, authority  | Hindu, Prince Prahlad, devotion, loyalty, Krishna, festival, celebrate, Holi   | Christian, belief, Jesus, miracle, divinity, pilgrimage, prayer, truth   | God, Trinity, Apostle’s Creed, symbols, Church, worship, authority  | Sacred, Torah, Jewish, beliefs, values, diversity, symbolism, wisdom, guidance   |
| Y4                    | Hindu dharma   | Christianity (God)  | Sikhism  | Christianity (Jesus)   | Islam   | Christianity (Church)  |

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| <p><b>How should we live our Lives?</b></p> | <p>What might a Hindu learn through celebrating Diwali?</p> <p>Vishnu<br/>Rama and Sita<br/>Diwali</p>   | <p>How and why might Christians use the Bible?</p> <p>The Bible</p> <p>Christian life – guided by wisdom, teachings and authority</p>  | <p>How do Sikhs express their beliefs and values?</p> <p>the 5 Ks</p> <p>Equality the Gurdwara</p>  | <p>Is sacrifice an important part of religious life?</p> <p>Jesus in the wilderness</p> <p>Lent</p> <p>Sacrifice</p>   | <p>Why do Muslims fast during Ramadan?</p> <p>The Five Pillars of Islam</p> <p>Ramadan</p>   | <p>What does ‘love your neighbour’ really mean?</p> <p>Parables</p> <p>love for all</p>   |
|   | <p><b><u>Beliefs and Values:</u></b></p> <ul style="list-style-type: none"> <li>* explore teachings about good and evil in the story of Rama and Sita</li> <li>* describe what moral guidance Hindus might gain from the story of Rama and Sita</li> <li>* make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>* use subject specific language to describe how and why Hindus celebrate Diwali</li> <li>* explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil</li> </ul> | <p><b><u>Beliefs and Values:</u></b></p> <ul style="list-style-type: none"> <li>* explore different Christian beliefs about the Bible as the word of God</li> <li>* explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible</li> <li>* describe why some Christians might view the Bible as an important source of authority and moral guidance</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>* explain why Christians might have different views about how to interpret and apply the Bible</li> <li>* explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience)</li> </ul> | <p><b><u>Beliefs and Values:</u></b></p> <ul style="list-style-type: none"> <li>* explore teachings and stories from Sikhism</li> <li>* describe what moral guidance Sikhs might gain from the stories and examples of the Gurus</li> <li>* make links between the beliefs, values and practices of Sikhism</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>* use subject specific language to describe how and why Sikhs show their religious commitments and values</li> <li>* explain how clothing and behaviour might be symbolic of beliefs, values and commitments</li> </ul> <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>* discuss (with relevant examples) the importance of how we view and behave towards others</li> <li>* talk about how our outward behaviour reflects</li> </ul> | <p><b><u>Beliefs and Values:</u></b></p> <ul style="list-style-type: none"> <li>• retell the story of Jesus in the wilderness</li> <li>• identify Christian beliefs about Jesus reflected in this story</li> <li>• suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus)</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>• describe what a Christian might do during Lent and why</li> <li>• explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this</li> </ul> <p>Discuss Christians who have been examples of sacrificial love (eg. Oscar Romero) and how they were motivated by their faith</p> | <p><b><u>Beliefs and Values:</u></b></p> <ul style="list-style-type: none"> <li>• explore Islamic teachings about Ramadan from the Qur’an</li> <li>• make links between Islamic values and the beliefs explored so far in their study of Islam</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>• use subject specific language to describe how and why Muslims fast at Ramadan</li> <li>• explain the importance of Ramadan in the context of the Five Pillars of Islam</li> <li>• consider the impact that fasting might have on individuals, families and communities</li> </ul> | <p><b><u>Beliefs and Values:</u></b></p> <ul style="list-style-type: none"> <li>• retell some of the main parables of Jesus</li> <li>• explain how and why these might be an important source of guidance for Christians</li> <li>• suggest ways that Christians might put these teachings into action in the 21<sup>st</sup> century</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>• describe and explain (with examples) Christian attitudes about how to treat others</li> <li>• explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed</li> </ul> <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>• explain (with examples) how and why people</li> </ul> |

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|                              | <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>* discuss (with relevant examples) the importance of the belief that good overcomes evil</li> <li>* suggest people, words or stories that might be inspiring when trying to overcome difficulties in life</li> </ul> <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>* reflect on their own concept of 'goodness'</li> <li>* discuss what gives them hope during difficult times</li> </ul> | <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>* discuss why people might have different views about what is right and wrong – and where these views might come from</li> <li>* describe the different sources of authority that humans might look to when making decisions about how to live their lives</li> </ul> <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>* reflect on their own understanding of morality and where it comes from</li> <li>* raise questions and discuss responses to different ideas about how to live well</li> </ul> | <p>our inner beliefs, values and commitments</p> <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>* reflect on their own concept of living a good life and how this influences the way that they treat others</li> <li>* discuss own thoughts and feelings about equality and justice</li> </ul> | <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>• consider differing attitudes and responses to the concept of sacrifice (both positive and negative)</li> <li>• discuss why many people are willing to make sacrifices for the people they love</li> <li>• discuss why some people may be willing to make a sacrifice for someone they don't even know</li> </ul> <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>• give examples of acts of sacrifice that have been done by or for them</li> <li>• discuss who or what they would be prepared to make sacrifices for</li> <li>• consider the value of sacrifice – as an expression of love and commitment</li> </ul> | <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>• discuss (with relevant examples) the importance of showing commitment to a belief, value or community</li> <li>• consider the role of sacrifice within religion and communities</li> </ul> <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>• reflect on their own beliefs, values and commitments</li> <li>• consider and discuss how they demonstrate their personal commitments</li> </ul> | <p>might use stories to pass on wisdom and guidance</p> <ul style="list-style-type: none"> <li>• discuss how and why fables might be an important aspect of human history and culture</li> </ul> <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>• discuss examples of wisdom and guidance that they have learnt from stories</li> <li>• consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this</li> </ul> |
| <p><b>Key Vocabulary</b></p> | <p>Rama, Sita, Hindu, Hinduism, dharma, Diwali, celebration</p>   | <p>God, Christian, belief, Bible, authority, moral, prayer, conscience</p>   | <p>Sikhism, Sikhs, moral, guidance, Gurus, beliefs, values, practices, commitment, symbolic</p>  | <p>Jesus, wilderness, sacrifice, values, Lent, agape (sacrificial love) faith, motivation</p>   | <p>Muslim, Islam, Islamic, Ramadan, fast, fasting, commitment, value, belief, community</p>  | <p>Parables, guidance, Christians, attitudes, wisdom, fables, generations</p>   |



| <p>Y3</p> <p>Who should we follow?</p> | <p><b>Christianity</b></p> <p>(God) How (and why) have some people served God?</p> <p>Prophets service to God inspirational people</p>   | <p><b>Islam</b></p> <p>Why is the Prophet Muhammad (pbuh) an example for Muslims?</p> <p>The Prophet Muhammed (pbuh) Zakah</p>   | <p><b>Christianity (Jesus)</b></p> <p>What does it mean to be a disciple of Jesus?</p> <p>Discipleship<br/>Following the example of Jesus<br/>Helping others</p>  | <p><b>Christianity (Church)</b></p> <p>What do Christians mean by the 'Holy Spirit'?</p> <p>The Holy Spirit<br/>Gifts of the spirit<br/>Pentecost</p>   | <p><b>Sikhism</b></p> <p>Why are the Gurus important to Sikhs?</p> <p>Guru Nanak<br/>The 10 gurus<br/>Baisakhi</p>  | <p><b>Hindu dharma</b></p> <p>Why is family an important part of Hindu life?</p> <p>Religious duty<br/>Hindu scriptures (the Ramayana)<br/>Raksha Bandhan</p>   |
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|  | <p><b>Beliefs and Values:</b></p> <ul style="list-style-type: none"> <li>* know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)</li> <li>* identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah)</li> <li>* suggest why these prophets chose to listen to and follow God</li> </ul> <p><b>Living Religious Traditions:</b></p> <ul style="list-style-type: none"> <li>* identify Christians who might be described as people who listened to and followed</li> </ul> | <p><b>Beliefs and Values:</b></p> <ul style="list-style-type: none"> <li>* Develop an understanding of the importance of founders and leaders for religious communities</li> <li>* Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh)</li> <li>* Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)</li> </ul> <p><b>Living Religious Traditions:</b></p> <ul style="list-style-type: none"> <li>* Describe and give reasons for the Islamic practice of Zakat</li> <li>* Suggest why charity might be important to a Muslim – and the different ways that a</li> </ul> | <p><b>Beliefs and Values:</b></p> <ul style="list-style-type: none"> <li>* know what is meant by discipleship</li> <li>* know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus</li> <li>* identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' – Matt 4:19)</li> </ul> <p><b>Living Religious Traditions:</b></p> <ul style="list-style-type: none"> <li>* describe how and why Christians might try to follow the example of Jesus through mission and charity work</li> <li>* describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs</li> </ul> | <p><b>Beliefs and Values:</b></p> <ul style="list-style-type: none"> <li>• know what Christians mean by the Holy Spirit</li> <li>• suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities</li> <li>• identify Christian values exemplified in the gifts/fruits of the Spirit</li> </ul> <p><b>Living Religious Traditions:</b></p> <ul style="list-style-type: none"> <li>• identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations</li> <li>• describe how and why Pentecost is celebrated</li> <li>• describe why some Christians might take part in a procession of witness</li> </ul> | <p><b>Beliefs and Values:</b></p> <ul style="list-style-type: none"> <li>* Develop an understanding of the importance of founders and leaders for religious communities</li> <li>* Identify Sikh beliefs and values contained within the stories of the lives of the Gurus</li> </ul> <p><b>Living Religious Traditions:</b></p> <ul style="list-style-type: none"> <li>* Describe how and why the Guru Granth Sahib is treated with great respect</li> <li>* Suggest how and why Sikhs might show commitment to their faith</li> </ul> | <p><b>Beliefs and Values:</b></p> <ul style="list-style-type: none"> <li>• develop an understanding of the importance of duty and commitment to many religions</li> <li>• know that following dharma (religious duty) is an important part of Hindu life</li> <li>• suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family</li> </ul> <p><b>Living Religious Traditions:</b></p> <ul style="list-style-type: none"> <li>• describe how and why Hindus might celebrate Raksha Bandhan</li> <li>• identify aspects of the celebration which remind Hindus of their dharma</li> </ul> |



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|                | <p>God</p> <ul style="list-style-type: none"> <li>* describe how and why some Christians might devote their lives to serving God</li> <li>* talk about what is meant by a sense of vocation</li> </ul> <p><b>Shared Human Experience:</b></p> <ul style="list-style-type: none"> <li>* identify inspirational people/role models for the world today</li> <li>* describe the qualities that inspirational people might have</li> </ul> <p><b>Search for Personal Meaning:</b></p> <ul style="list-style-type: none"> <li>* discuss who makes a good role model and why</li> <li>* raise and discuss questions about following others – including both positive and negative responses</li> </ul> | <p>Muslim might try to be charitable.</p> <p><b>Shared Human Experience:</b></p> <ul style="list-style-type: none"> <li>*Identify characteristics of a good role model</li> <li>*Discuss how good role models can have a positive impact on individuals, communities and societies.</li> </ul> <p><b>Search for Personal Meaning:</b></p> <ul style="list-style-type: none"> <li>*Reflect on their own aspirations for themselves and others</li> <li>*Ask questions and suggest answers about how they can try to make the world a better place.</li> </ul> | <p><b>Shared Human Experience:</b></p> <ul style="list-style-type: none"> <li>* talk about what it means to have charisma</li> <li>* describe what makes a good leader and why people might want to follow him/her</li> <li>* discuss what motivates people to want to make a difference</li> </ul> <p><b>Search for Personal Meaning:</b></p> <ul style="list-style-type: none"> <li>* reflect on their own leadership abilities</li> <li>* discuss their own desires to make a difference in the world/in their communities</li> </ul> | <p><b>Shared Human Experience:</b></p> <ul style="list-style-type: none"> <li>• describe aspects of being human that we should be proud of</li> <li>• discuss what it means to be a successful human – and the different measures of success that might be applied</li> </ul> <p><b>Search for Personal Meaning:</b></p> <ul style="list-style-type: none"> <li>• discuss their own sense of value and what is good/unique about being them</li> <li>• reflect on the people that they value in their lives – and how they show their appreciation</li> </ul> | <p><b>Shared Human Experience:</b></p> <ul style="list-style-type: none"> <li>* Identify people and ideas that inspire commitment</li> <li>*Discuss the different ways that people might show that they are committed</li> </ul> <p><b>Search for Personal Meaning:</b></p> <ul style="list-style-type: none"> <li>*Reflect on their own commitments and the impact that these have on their lives</li> <li>*Ask questions about the value of having commitments</li> </ul> | <ul style="list-style-type: none"> <li>• identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?)</li> </ul> <p><b>Shared Human Experience:</b></p> <ul style="list-style-type: none"> <li>• identify sources of authority and inspiration</li> <li>• consider what our ‘duties’ as human beings are</li> </ul> <p><b>Search for Personal Meaning:</b></p> <ul style="list-style-type: none"> <li>• reflect on their own duties – to themselves, to their families, to their communities</li> <li>• discuss who or what they follow – and why</li> </ul> |
| Key Vocabulary | Faith, prophets, Noah, Abraham, Moses, Jonah, Christian, religion  | Islam, Islamic, founders, leaders, religious, beliefs, Muhammed, (pbuh) Zakat, charitable, role model  | Jesus, disciples, discipleship, mission, charisma, motivation  | Holy Spirit, Christian Values, Pentecost, witness,  | Founder, leader, Sikh, Sikhism, Gurus, commitment, inspire, Guru Granth Sahib   | Hindu, Hinduism, duty, commitment, dharma, debts, deities, Raksha, Bandhan, Rama, Sita, authority, inspiration  |
| Y2             | Christianity (God)   | Christianity (Jesus)   | Hindu dharma   | Islam<br>Why do Muslims believe   | Christianity (Church)   | Judaism   |

| How do we respond to the things that really matter? | Does how we treat the world matter?  | Why do Christians say that Jesus is the 'Light of the World'?   | How might people express their devotion?  |  | What unites the Christian community?  | What aspects of life really matter?  |
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|   | <p><b><u>Beliefs and Values:</u></b></p> <ul style="list-style-type: none"> <li>* retell (simply) the Genesis 1 story of creation</li> <li>* suggest why Christians might think it is important to look after the world</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>* suggest ways that Christians might express their concern for the natural world</li> <li>* describe how and why Christians might thank God for creation at Harvest festivals</li> </ul> <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>* identify ways in which humans use (and abuse) the natural world</li> <li>* about why our planet</li> </ul> | <p><b><u>Beliefs and Values:</u></b></p> <ul style="list-style-type: none"> <li>* suggest what Christians might mean when they refer to Jesus as 'the Light of the world'</li> <li>* talk about the different titles that might be given to Jesus – Christ/ Messiah/ Saviour/Son of God</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>* identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carol services, Christingle) – and the symbolic meaning</li> <li>* talk about the different ways that Christians might celebrate Christmas</li> </ul> <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>* identify different ways that humans use light</li> <li>* discuss the importance of light – as a source of</li> </ul> | <p><b><u>Beliefs and Values:</u></b></p> <p>know that Hindus believe in one God (Brahman) who can be worshipped in many forms</p> <ul style="list-style-type: none"> <li>* know that these forms (the deities) have different qualities and are portrayed in different ways</li> <li>* suggest why Hindus might believe that it is important to show devotion to the deities</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>* know that Hindus might worship at a Mandir and/or the home shrine</li> <li>* suggest why worship in the home might be important</li> <li>* describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray)</li> </ul> <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>* talk about qualities that make some people special</li> <li>* identify ways in which humans show their</li> </ul> | <p><b><u>Beliefs and Values:</u></b></p> <ul style="list-style-type: none"> <li>• suggest why Muslims believe that it is important to respect God</li> <li>• talk about why Muslims would want to show their gratitude to God</li> <li>• know that submission to God is an important aspect of Islamic life</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>• identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis</li> <li>• describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat</li> <li>• suggest how making time for the five daily prayers is an act of submission</li> </ul> <p><b><u>Shared Human Experience:</u></b></p> | <p><b><u>Beliefs and Values:</u></b></p> <ul style="list-style-type: none"> <li>• suggest beliefs and values that might unite the Christian community</li> <li>• talk about why some Christians might think it is important to come together to worship God</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>• identify symbols (images and actions) used in Christian worship</li> <li>• talk about how and why symbols might be used in Christianity</li> <li>• identify and describe features of a church</li> </ul> <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>• identify signs and symbols in the world around them</li> <li>• talk about the school logo – what values it</li> </ul> | <p><b><u>Beliefs and Values:</u></b></p> <ul style="list-style-type: none"> <li>• retell the story of Moses being given the Ten Commandments</li> <li>• know some of the Commandments – eg. Keep the Sabbath Day holy, Respect your mother and father</li> <li>• suggest ways in which the Ten Commandments might influence the life of a believer</li> </ul> <p><b><u>Living Religious Traditions:</u></b></p> <ul style="list-style-type: none"> <li>• talk about how keeping the Sabbath day holy might influence a Jewish person</li> <li>• talk about how the Sabbath is a way of making time for God and family</li> <li>• know about the Jewish tradition of Friday night dinner</li> </ul> <p><b><u>Shared Human Experience:</u></b></p> <ul style="list-style-type: none"> <li>• talk about why some people are particularly special to us</li> </ul> |

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|   | <p>should matter to all humans– and how this should influence our behaviour</p> <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>* reflect on their own use of the world’s resources</li> <li>* ask questions about what they can do to show that they care about the world</li> </ul> | <p>comfort, security and hope</p> <ul style="list-style-type: none"> <li>* talk about how and why light might be an important symbol</li> </ul> <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>* ask questions about the value of sources of light in their own lives</li> <li>* talk about the people who provide comfort, security and hope for them</li> <li>* suggest ways in which they might be a light for others</li> </ul> | <p>gratitude to the people who matter in their lives</p> <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>* talk about qualities that make some people special</li> <li>* identify ways in which humans show their gratitude to the people who matter in their lives</li> </ul> | <ul style="list-style-type: none"> <li>• talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer)</li> <li>• identify ways in which humans show their gratitude</li> </ul> <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>• talk about the things they do on a regular basis as a sign of their commitment and belonging</li> <li>• reflect on who they should be grateful to and how they show this</li> </ul> | <p>might represent and how it might unite the school community</p> <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>• ask thoughtful questions about signs and symbols</li> <li>• talk about communities that they belong to – and how they show their commitment to these communities</li> </ul> | <ul style="list-style-type: none"> <li>• suggest how and why it is important to make time for the people who really matter in our lives</li> </ul> <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>• talk about the people who are special to them and identify the importance of these relationships in their lives</li> <li>• give examples of why it is important to spend quality time with the people who matter</li> </ul> |
| <b>Key Vocabulary</b>                             | <b>Genesis, creation, world, Christians, Harvest Festivals, planet, humans</b>   | <b>Christians, Christmas, Jesus, Christ, Messiah, Saviour, Son, celebrate</b>   | <b>Hindu, Hinduism, Brahman, worship, deities, devotion, Mandir, Shrine</b>   | <b>Muslims, Islamic, gratitude, submission, salah, wudhu, Ummah</b>   | <b>Christian, community, signs, symbols, Church, unite</b>  | <b>Moses, Jewish, Commandments, Sabbath, respect</b>  |
| <b>Y1</b><br><b>What do people say about God?</b> | <p><b>Christianity (God)</b></p> <p>Why do Christians say that God is a ‘Father’?</p> <p>Christianity (God) God the Father prayer</p>  | <p><b>Christianity (Jesus)</b></p> <p>Why is Jesus special to Christians?</p> <p>The nativity story beliefs about Jesus as God incarnate Christmas</p>  | <p><b>Islam</b></p> <p>How might beliefs about creation affect the way people treat the world?</p> <p>God as creator care for the planet</p>  | <p><b>Judaism</b></p> <p>Why might some people put their trust in God?</p> <p>God’s promise</p> <p>Noah Abraham trusting in God</p>   | <p><b>Hindu dharma</b></p> <p>What do Hindus believe about God?</p> <p>One God in many forms</p> <p>God in all things</p> <p>Expressing ideas about God</p>   | <p><b>Christianity (Church)</b></p> <p>How might some people show that they ‘belong’ to God?</p> <p>Baptism</p> <p>Belonging</p>  |
|   | <b><u>Beliefs and Values:</u></b>  | <b><u>Beliefs and Values:</u></b><br><br>* know a simple version  | <b><u>Beliefs and Values:</u></b>   | <b><u>Beliefs and Values:</u></b>   | <b><u>Beliefs and Values:</u></b>   | <b><u>Beliefs and Values:</u></b>   |

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|  | <p>* know that Christians refer to God as 'Father'</p> <p>* talk about why Christians might compare God to a loving parent</p> <p><b><u>Living Religious Traditions:</u></b></p> <p>* talk about how and why Christians might want to talk to God</p> <p>* suggest symbolic meanings of rituals and items used in Christian prayer</p> <p><b><u>Shared Human Experience:</u></b></p> <p>* talk about the importance of love in families</p> <p>* talk about the ways in which they are cared for and supported by family members</p> <p><b><u>Search for Personal Meaning:</u></b></p> <p>* reflect on their own role within the family</p> <p>* discuss who they can talk to when they are happy/sad/worried</p> | <p>of the nativity story.</p> <p>* Talk about why Christians would say that Jesus is a special baby.</p> <p>* Talk about how different characters in the nativity welcome the baby Jesus</p> <p><b><u>Living Religious Traditions:</u></b></p> <p>* Identify religious aspects of Christmas celebrations</p> <p>*Talk about why Christmas is a special time for Christians</p> <p><b><u>Shared Human Experience:</u></b></p> <p>* Identify religious aspects of Christmas celebrations</p> <p>*Talk about why Christmas is a special time for Christians</p> <p>* Identify religious aspects of Christmas</p> <p><b><u>Search for Personal Meaning:</u></b></p> <p>* Talk about their own beginnings and how they were welcomed into the family.</p> <p>* Reflect on who has</p> | <p>* know that Muslims believe in one God (Allah)</p> <p>*know that Muslims believe the world was created by God</p> <p>*Talk about why Muslims might value the natural world</p> <p><b><u>Living Religious Traditions:</u></b></p> <p>* know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet</p> <p>*Suggest how Muslims might show respect for God by caring for the natural world</p> <p><b><u>Shared Human Experience:</u></b></p> <p>* Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it</p> <p><b><u>Search for Personal Meaning:</u></b></p> <p>* Reflect on how they treat the natural world – and if they have a duty to look after it</p> | <p>•Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham)</p> <p>•Give an example of a core value or commitment (trusting that God will keep his promise)</p> <p><b><u>Living Religious Traditions:</u></b></p> <p>• Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival)</p> <p>•Talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises)</p> <p><b><u>Shared Human Experience:</u></b></p> <p>• Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact that people celebrate</p> | <p>• know that Hindus believe in one God in many forms</p> <p>• know that Hindus believe that God is present in all living things</p> <p>• suggest what Hindus might learn about God from the story of the blind men and the elephant</p> <p><b><u>Living Religious Traditions:</u></b></p> <p>• talk about how and why Hindus might use statues and images (murtis) in their worship</p> <p>• suggest symbolic meanings expressed in the images</p> <p><b><u>Shared Human Experience:</u></b></p> <p>• talk about the different ways that people can be seen and described</p> <p>• consider how people might have multiple roles</p> <p><b><u>Search for Personal Meaning:</u></b></p> | <p>• know that some Christians welcome babies into the God's family (the Church) with baptism ceremonies</p> <p>• talk about what it might mean to belong to the Church family</p> <p><b><u>Living Religious Traditions:</u></b></p> <p>• identify features of baptism – eg. the font, candles, godparents</p> <p>• talk about why parents might want to have their child baptised</p> <p><b><u>Shared Human Experience:</u></b></p> <p>• talk about what it means to belong to a family</p> <p>• talk about the role of families in raising children</p> <p><b><u>Search for Personal Meaning:</u></b></p> <p>talk about their own identity as part of a family and part of the school community</p> |
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|                       |  | helped them in life so far.  |  | <p>different celebrations in very different ways – eg. Sukkot)</p> <p>Notice that for many people, trust is an important part of human life</p> <p><b><u>Search for Personal Meaning:</u></b></p> <ul style="list-style-type: none"> <li>Ask questions (about the importance of trust and who they can trust/rely on in their own lives)</li> </ul> | <ul style="list-style-type: none"> <li>reflect on how others might see them</li> <li>talk about the different roles that they might have (friend, child, brother/sister etc.)</li> </ul>   |  |
| <b>Key Vocabulary</b> | Christian, Father, God, loving, parent, prayer, family, care   | Nativity, Jesus, celebration, Christmas, family  | Islam. Khalifahs, Muslim, God, Stewards, respect   | God, Jewish, Sukkot, Noah, Abraham  | Hindu, statues, worship, God, murtis Ganesh  | Christian, babies, God, baptism, belong, family, church  |
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|                       | <p><b><u>Beliefs and Values:</u></b></p> <p><b><u>Living Religious Traditions:</u></b></p> <p><b><u>Shared Human Experience:</u></b></p> <p><b><u>Search for Personal Meaning:</u></b></p> | <p><b><u>Beliefs and Values:</u></b></p> <p><b><u>Living Religious Traditions:</u></b></p> <p><b><u>Shared Human Experience:</u></b></p> <p><b><u>Search for Personal Meaning:</u></b></p> | <p><b><u>Beliefs and Values:</u></b></p> <p><b><u>Living Religious Traditions:</u></b></p> <p><b><u>Shared Human Experience:</u></b></p> <p><b><u>Search for Personal Meaning:</u></b></p> | <p><b><u>Beliefs and Values:</u></b></p> <p><b><u>Living Religious Traditions:</u></b></p> <p><b><u>Shared Human Experience:</u></b></p> <p><b><u>Search for Personal Meaning:</u></b></p>  | <p><b><u>Beliefs and Values:</u></b></p> <p><b><u>Living Religious Traditions:</u></b></p> <p><b><u>Shared Human Experience:</u></b></p> <p><b><u>Search for Personal Meaning:</u></b></p> | <p><b><u>Beliefs and Values:</u></b></p> <p><b><u>Living Religious Traditions:</u></b></p> <p><b><u>Shared Human Experience:</u></b></p> <p><b><u>Search for Personal Meaning:</u></b></p> |
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