

The Meadows Primary Academy



RE and World Views

Core Values: Resilience, Respect, Teamwork, Aspiration, Kindness, Curiosity
Golden Threads of our Curriculum: R-A-I-S-E

RE and World Views

The wider context for RE (as stated in NC)

The UK has a rich heritage of culture and diversity. This is continuing today in an era of globalisation and an increasingly interdependent world. Religion and belief for many people forms a crucial part of their culture and identity. Religion and beliefs have become more visible in public life locally, nationally and internationally. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. The rapid pace of development in scientific and medical technologies and the environmental debate continue to present new issues which raise religious, moral and social questions. The internet enables learning and encourages participation in public discussion of issues in a new and revolutionary way.

The Meadows Primary Academy - RE progression through EYFS

Understanding the World- People/Culture and Communities

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: UW / People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps
- Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class
- Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps

Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps						
Focus	Making Sense		Understanding Impact	Making Connections		Vocabulary- To be used daily.
Nursery Skills	Begin to make sense of their own life story & family history		Begin to understand that others have different experiences.	Compare their own experiences to others' and find similarities and differences.		celebration, special, family, religion, trust, brave, strong, weak, care, sorry, unique, belief
Nursery Knowledge	Autumn 1 Ourselves	Autumn 2 Celebrations	Spring 1 Moving on up	Spring 2 What a wonderful world	Summer 1 What's the story	Summer 2 Rescue me
	Talk about themselves and what makes them unique, linking to features such as hair, eyes colour, hair colour and favourite things. Develop friendships Talk about their life and what they do as they grow from a baby to a child.	Share own special celebrations Name different festivals of Diwali, Christmas, Remembrance Day and Bonfire night and can talk about why these celebrations are important. Compare their family to other families and explain what is the same and what is different.	Compare their family to families in stories Talk about other places and their communities that they have visited Talk about the Chinese New Year story and the importance of the colour red	Talk about Easter and how it symbolises new life Compare communities where animals can be found in their natural habitat Begin to develop an understanding of helping within the community - planting	Talk about special events and celebrations for them and their family.	Know some the names of some people who help them and their role Re-enact different roles within role play
• Children to be exposed to key vocabulary daily in provision. • High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year • Nursery family wall display to identify child within growing setting(termly new arrivals) and wider community • Learning journey over time to collate significant events.						

Core Values: Resilience, Respect, Teamwork, Aspiration, Kindness, Curiosity
Golden Threads of our Curriculum: R-A-I-S-E

Experiences	SMSC	British Values	The Meadows Values
Invite parents in to talk about their experiences of festivals if appropriate Look at baby photos to show how they have changed.	Spiritual – reflect on own beliefs and those of others Social – understanding diversity in families Cultural – explore similarities and differences between families	Respect and Tolerance – developing and increasing respect for the beliefs and choices of others. Individual liberty – know that we have the freedom to believe in what we choose.	Being curious by asking questions about the beliefs of others and demonstrating kindness and respect for those who have different beliefs from ourselves. Consider the different communities and the teamwork that they demonstrate in their everyday lives.

The Meadows Primary Academy - RE progression through EYFS

Understanding the World- People/Culture and Communities

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

ELG: UW / People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps
- Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class
- Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps

Focus	Making Sense Of Beliefs	Understanding Impact	Making Connections	Vocabulary- To be used regularly
Reception Skills	Retell religious stories Begin to recognise the word incarnation. Say why Easter is an important festival. Begin to recognise that special things link to beliefs of different cultures	Say how Christians like to thank God Say what happens at a traditional Christian festival. Recognise some symbols used in Christianity	Talk about what they find interesting, puzzling or wonderful. Make connections with personal experiences and nature.	Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique, bells, altar, font, mosque, church, respect, synagogue, worship, beauty, nature, Christian, Muslim, Jew, Bible, Jesus, Moses, role-model, moral

Reception Knowledge	Autumn Special people/Christmas "Who am I?"	Spring Special Times/Easter "Food to fork"	Summer Special Stories/Special Places "Where will we go now? Water, water everywhere"
	Describe special and significant people in their own lives, including families and friends. Explain what is the same and what is different between themselves and their friends when describing features e.g., skin colour, hair colour, features, language they speak. Talk about why Moses is special to Jewish people Talk about why Jesus is a role-model Give examples of special occasions and suggest features of a special occasion. Talk about the importance of the shepherds in the Christmas story. Talk about how the gifts that Jesus was given are different to gifts given to other babies.	Talk about and recall some religious stories through role play, art and model making from different faiths. Share features of stories they like and explain why. Talk about why Easter is a special time for themselves. Talk about why Easter is a special time for Christians. Talk about how Jesus felt during the lead up to Christmas. Recognise some symbols associated with Easter.	Discuss why some stories are special and what we can learn from them. Talk about the morals of stories from different faiths. Talk about their own special places and why they are special to them. Talk about why our world is a special place. Name a church and explain that Christians worship there. Name a synagogue and explain that Jewish people worship there. Name a mosque and explain that Muslims worship there.

- Children to be exposed to key vocabulary daily in provision.
- High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year.
- Class floor books to be used to showcase a learning journey over time of significant events.

Core Values: Resilience, Respect, Teamwork, Aspiration, Kindness, Curiosity
Golden Threads of our Curriculum: R-A-I-S-E

Experiences	SMSC	British Values	The Meadows Values
Trip to local church Recreate the Palm Sunday Plant spring bulbs and watch them grow. Explore special objects	Spiritual – reflect on own beliefs and those of others Moral – know how religious stories impact how people live today. Social – understanding diversity in society Cultural – explore similarities and differences.	Respect and Tolerance – developing an increasing respect for the beliefs and choices of others. Individual liberty – know that we have the freedom to believe in what we choose.	Being curious by asking questions about the beliefs of others and demonstrating kindness and respect for those who have different beliefs from ourselves. Consider the different communities and the team work that they demonstrate in their everyday lives.

KS1 – Cycle A

KS1 Cycle A: NC	Focus throughout Key Stage One	
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.	<u>Making Sense of beliefs</u>	Identifying core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers
	<u>Understanding Impact</u>	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of way in which believers put their beliefs into practice
	<u>Making Connections</u>	Think, talk and ask questions about whether ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make

Experiences	SMSC	British Values	The Meadows Values
Ask the caretaker for an interview to find out how they look after the school	Spiritual – reflect on own beliefs and those of others Moral – know how religious stories impact how people live today, comparing ideas from different religions. Social – understanding diversity in society Cultural – explore similarities and differences, and the importance of faith to Muslims and Christians in particular	Respect and Tolerance – developing and increasing respect for the beliefs and choices of others. Individual liberty – know that we have the freedom to believe in what we choose.	Being curious by asking questions about the beliefs of others, in particular those of the Muslim faith, and demonstrating kindness and respect for those who have different beliefs from ourselves. Consider the different communities and the team work that they demonstrate in their everyday lives.

KS1 Cycle A – End points

Does God want Christians to look after the world?	• Know that Christians believe God created the world and retell the Christian Creation story from Genesis • Understand that Christians believe creation is special and that God wants people to care for the world. • Explain that many Christians show their beliefs by looking after nature and the environment. • Express their own ideas about why the natural world is important and how it should be cared for. • Make links between Christian beliefs about creation and actions such as protecting nature, caring for living things and recycling. • Use simple religious vocabulary to talk about the Creation story and Christian beliefs.
What gift would I have given to Jesus if he had been born in my town and not in Bethlehem?	• Remember some of the Christmas story. • Remember which gifts were given to Jesus by the Wisemen. • Suggest a gift to give to Jesus and say why that gift would be chosen especially for Him. • Begin to explain why Jesus is special to Christians – they believe he is a gift from God. • Understand that because Christians believe God gave Jesus as a gift to the world, they give each other gifts at Christmas. Understand this link.
Was it always easy for Jesus to show friendship?	• Jesus showed friendship to many different people, including children. • Christians believe Jesus is an example of how they should treat others. • Jesus showed friendship to many different people, including His disciples, children, Zacchaeus and Peter. • Different Bible stories show different challenges Jesus faced when showing friendship. • Jesus showed friendship to many different people, including Zacchaeus. • Jesus might have found showing friendship difficult when He chose to be friends with Zacchaeus because other people did not approve. • Jesus showed friendship to many different people, including Peter. • Jesus might have found showing friendship difficult when He forgave Peter and when He chose to be friends with Zacchaeus because other people did not approve. • Sometimes showing friendship is easy and sometimes it can be difficult. • The story of Jesus welcoming the children shows friendship that may have been easier to show, whereas the stories of Zacchaeus and Peter show friendship that may have been more difficult because Jesus chose kindness and forgiveness despite challenges. • Christians believe Jesus is an example of how they should treat others. • Jesus chose to be kind, loving and forgiving, even when others were unkind.
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	• Jesus travelled to Jerusalem on a donkey on Palm Sunday. • Crowds welcomed Jesus by waving palm leaves and shouting "Hosanna!" • People welcomed Jesus because they believed He was special. • Some people believed Jesus would become their king. • Jesus arrived peacefully on a donkey rather than like a powerful king. • Christians believe Jesus is the Son of God. • Christians celebrate Palm Sunday every year. • Christians remember Palm Sunday by waving palm leaves or carrying palm crosses. • Palm Sunday is the beginning of the Easter story. • Jesus died on Good Friday. • Christians believe Jesus came back to life on Easter Sunday. • Easter is the most important Christian festival because it celebrates the resurrection of Jesus.
Is Shabbat important to	• Religions have special times. • A special time feels different from everyday life. • Special days might include special food, clothes, spending time with family, sharing, giving, and resting. • Shabbat is a special day of rest for Jewish people.

Jewish Children?	• It begins on Friday evening and ends on Saturday evening. • Families light candles, say blessings, and share challah bread. • Lighting candles is a tradition that helps families feel calm and bring peace into the home. • Jewish families believe Shabbat is a gift. • Shabbat is a special time to slow down, rest, and be with people they love. • Shabbat is peaceful and enjoyable. • Families sit together and enjoy special food such as challah. • Shabbat is a time to feel calm and peaceful. • Shabbat is a special day for Jewish families. • Jewish people share meals and enjoy being together during Shabbat. • Shabbat is a weekly tradition rooted in Jewish belief.
Does celebrating Chanukah make Jewish children feel closer to God?	• The Temple was a special place where Jewish people worshipped God. • Jewish people cleaned and rededicated the Temple after a difficult time. • A small amount of oil kept the menorah burning for eight days. • Jewish people believe this was a miracle, and Hanukkah celebrates this event. • Symbols help people to remember important things. • The menorah helps Jewish people remember the miracle of the oil lasting for eight nights. • Oil is a symbol of Hanukkah and families often eat food cooked in oil. • A dreidel is a spinning top with four Hebrew letters on it. • During Hanukkah, Jewish families come together to celebrate. • Family traditions include lighting candles on the menorah, saying prayers, thinking about the miracle, eating special foods cooked in oil, and playing with a dreidel. • Hanukkah remembers the miracle of the oil. • Celebrating Hanukkah helps Jewish families feel thankful and connected. • Praying and lighting the menorah can help Jewish people feel close to God. • Celebrating Hanukkah helps children feel closer to God because they remember the miracle and pray.

KS1 Cycle A - Vocabulary

Does God want Christians to look after the world?	What gift would I have given to Jesus if he had been born in my town and not in Bethlehem?	Was it always easy for Jesus to show friendship?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Does celebrating Chanukah make Jewish children feel closer to God?
God, Christian, Christianity, Bible, Genesis, Creation, creator, creation story, Adam, Eve, Garden of Eden, world, Earth, sky, sea, land, plants, animals, people, nature, create, good, stewardship, care, look after, protect, responsibility, environment, respect, thankful, recycle, worship, prayer, Sabbath, seventh day, rest, belief, opinion, special, sequence	Christmas, Jesus, Bible, Mary, Joseph, baby, Bethlehem, stable, shepherds, angels, Wise Men, Magi, gold, frankincense, myrrh, gift, giving, king, star, God, Christian, Christianity, worship, love, special, celebrate, kindness, share, present	Jesus, Bible, Christian, friendship, friend, kindness, loving, forgiving, forgive, welcome, disciple, follower, tax collector, Zacchaeus, Peter, trust, choice, easy, difficult, feelings	Jesus, Christianity, Christian, God, Son of God, Easter, Palm Sunday, Good Friday, Easter Sunday, resurrection, Jerusalem, donkey, disciple, crowd, palm leaf, palm cross, Hosanna, king, welcome, celebrate, celebration, church, Bible, cross, special, believe, worship, festival, procession, praise, miracle, peace, Holy Week	special, family, sharing, giving, resting, peaceful, Shabbat, Shabbat Shalom, thankful, Havdalah, challah, candles, blessings, candle, blessing, tradition, calm, gift, rest, love, enjoyable, share, families, together, enjoy, belief	Hanukkah, Hanukkah, Temple, pray, prayer, God, brave, beliefs, symbol, menorah, oil, miracle, eight days, eight nights, dreidel, Hebrew letters, together, celebrate, celebrating, traditions, candles, thankful, connected, close to God, worship, rededicated

KS1 – Cycle B

KS1 Cycle B: NC	Focus throughout Key Stage One	
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.	<u>Making Sense of beliefs</u>	Identifying core beliefs and concepts studied and give a simple description of what they mean Give examples of how stories show what people believe Give clear, simple accounts of what stories and other texts mean to believers
	<u>Understanding Impact</u>	Give examples of how people use stories, texts and teachings to guide their beliefs and actions Give examples of way in which believers put their beliefs into practice
	<u>Making Connections</u>	Think, talk and ask questions about whether ideas they have been studying, have something to say to them Give a good reason for the views they have and the connections they make

Experiences	SMSC	British Values	The Meadows Values
Educational Visit – Explore stories through art and music	Spiritual – reflect on own beliefs and those of others Moral – know how religious stories impact how people live today, comparing ideas from different religions. Social – understand diversity in society and within religions. Cultural – explore similarities and differences, and the importance of faiths studied.	Respect and Tolerance – developing and increasing respect for the beliefs and choices of others. Individual liberty – know that we have the freedom to believe in what we choose. Rule of Law – Make links between the laws of God and the laws of man. School rules linked to Atman	Being curious by asking questions about the beliefs of others, demonstrating kindness and respect for those who have different beliefs from ourselves. Consider the different communities and the team work that they demonstrate in their everyday lives.

KS1 Cycle B – End points

Is it possible to be kind to everyone all the time?	• Retell something Jesus said or did to be kind. • Say whether Christians should be kind and give a reason. • Retell a story Jesus told about being kind or give an example of when Jesus showed kindness. • Explain some ways Christians try to follow Jesus' example of being kind. • Explain why Christians should be kind and understand why this might sometimes be difficult.
Why did God give Jesus to the world?	• Remember some of the Christmas story. • Start to say why Christians think God gave Jesus to the world. • Explain that Christians believe Jesus was a gift from God to the world. • Give a reason why Christians think God gave Jesus to the world. • Explain how Jesus coming to the world shows Christians they should love/help people and the world. • Reflect on whether God should send Jesus again, now.
How special is the relationship Jews have with God?	
Does praying at regular intervals every day help a Muslim in his/her every day life?	
Does going to mosque give Muslims a sense of belonging?	• Belonging is a feeling that makes people feel they are part of a group. • Lots of people are part of communities that make them feel safe, special, or included. • People can belong to groups through shared interests, family, religion, school, or where they live. • Religious people feel a sense of belonging in their place of worship. • Muslims follow Islam. • Muslims often meet in a special place called a mosque. • A mosque is a place where Muslims come together to pray and connect with community. • Wudu is a special washing ritual that helps a Muslim prepare for prayer. • Wudu shows respect, cleanliness, and readiness. • A mosque has a large, open prayer hall. • In a mosque, prayer takes place on the floor. • Everyone faces the same direction to pray, towards Mecca. • An Imam leads the prayer. • A mosque is a special place for Muslims to pray, learn, and come together as a community. • People learn about the Qur'an and their faith in a mosque. • Muslims celebrate special days at the mosque. • A mosque is a place where Muslims go to pray, learn, and celebrate together.
Does completing Hajj make a person a	• Every year millions of Muslims complete a special journey called Hajj. • Hajj is a pilgrimage to the holy city of Mecca in Saudi Arabia. • In Mecca is the Kaaba, a cube-shaped building covered in a black cloth. • Muslims worship Allah by the Kaaba. • Muslims prepare their hearts and minds before Hajj. • They try to make good choices before going on Hajj.

**better
Muslim?**

- Muslims make a special intention called niyyah, meaning they do Hajj for Allah.
- Muslims wear special white clothing during Hajj.
- Millions of Muslims gather in Mecca during Hajj.
- Muslims walk around the Kaaba seven times; this is called Tawaf.
- Muslims walk between two small hills seven times during Hajj.
- Muslims stand on Mount Arafat to pray and ask Allah for forgiveness.
- Muslims throw stones at pillars at Jamarat to remind them to make good choices.
- Hajj is a powerful experience.
- During Hajj, Muslims feel part of one large community.
- Hajj helps Muslims feel hopeful and strong.
- Hajj helps Muslims remember Allah is the centre of their lives.
- Hajj helps Muslims feel closer to Allah.
- Hajj helps Muslims feel stronger in their faith.
- Being a good Muslim is about how someone lives every day, not only going on Hajj.

KS1 Cycle B - Vocabulary					
Is it possible to be kind to everyone all the time?	Why did God give Jesus to the world?	How special is the relationship Jews have with God?	Does praying at regular intervals every day help a Muslim in his/her every day life?	Does going to mosque give Muslims a sense of belonging?	Does completing Hajj make a person a better Muslim?
Jesus, kindness, Bible, Christian, Christianity, God, love, help, good, friend, miracle, heal, people, parable, story, neighbour, worship, example, forgive, forgiveness, share, follow, difficult, choices, behaviour, respect, responsibility, teaching, disciples, church, prayer, rules, Golden Rule, love your neighbour, care, community	Christmas, Jesus, Bible, Mary, Joseph, baby, Bethlehem, stable, shepherds, angels, gift, God, Christian, Christianity, love, special, world, help, kindness, care, people, worship, story, Christmas story, giving, present			belonging, community, communities, safe, special, worship, mosque, Muslim, Muslims, Islam, pray, prayer, connect, Wudu, washing, prepare, ritual, respect, cleanliness, readiness, prayer hall, direction, Mecca, Imam, learning, learn, Qur'an, faith, celebrate, family, included, group, together	Hajj, pilgrimage, Mecca, Saudi Arabia, Kaaba, Allah, worship, journey, millions, prepare, hearts, minds, choices, intention, niyyah, white clothing, gather, Tawaf, circle, seven, hills, Mount Arafat, pray, forgiveness, Jamarat, pillars, remind, experience, community, hopeful, strong, faith, closer to Allah, daily life

LKS2 – Year 3

LKS2 Year 3: RE	Focus throughout Lower Key Stage Two
Recall and explain the key beliefs, teachings, practices, and symbols of different religions Understand the meaning and importance of religious texts, stories, and rituals Identify similarities and differences across religions and worldviews Use religious vocabulary correctly to communicate their understanding Reflect thoughtfully on questions about life, purpose, values, and morality Participate respectfully in discussions, expressing ideas while listening to others Make connections between religious learning and historical, cultural, or personal contexts	<u>Making Sense</u> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the core concepts studied Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers
	<u>Understanding Impact</u> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice
	<u>Making Connections</u> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Raise important questions and suggest answers about how the far beliefs and practices studied might make a difference to how pupils think and live Give good reasons for the views they have and connections they make

Experiences	SMSC	British Values	The Meadows Values
Educational Visit Explore stories through art and music.	Spiritual – reflect on own beliefs and those of others Moral – know how religious stories impact how people live today, comparing ideas from different religions. Social – understanding diversity in society Cultural – explore similarities and differences, and the importance of faith to Jews and Christians in particular	Respect and Tolerance – developing and increasing respect for the beliefs and choices of others. Individual liberty – know that we have the freedom to believe in what we choose.	Being curious by asking questions about the beliefs of others, in particular those of the Jewish faith, and demonstrating kindness and respect for those who have different beliefs from ourselves. Consider the different communities and the team work that they demonstrate in their everyday lives.

LKS2 Year 3 – End points

Hinduism 1 Rama d (Karma and Dharma)	Synoptic Task - What does the story of Rama and Sita <u>mean</u> to Hindus? • To know who Hindus believe wrote down the ancient epic of Rama and Sita. • To know the name of the ancient epic about Rama and Sita. • To retell the story of Rama and Sita. • To explore artwork relating to the story • To know what the story of Rama and Sita teaches Hindu's about Light • To know what the story of Rama and Sita teaches Hindu's about Dharma
Hinduism (Brahman and Atman)	Synoptic Task - What do Hindu's learn from Vishnu's stories and symbols? • To retell a Hindu story about an avatar of Vishnu • To explore artwork relating to the stories • To know some symbols relating to Vishnu • To know that Hinduism originated in the Indus valley • To say what Hindu's learn from Vishnu's stories. • To say what Hindu's learn from Vishnu's symbols.
Hinduism (Karma and Dharma)	Synoptic Task - How do Hindus show their devotion? • To know how Hindus show their devotion to God during puja • To know why Ganesha is important. • To know how Hindus show their devotion to Ganesha • To explain when Hindus use the symbol Aum • To know how Hindu women show their devotion to Parvati during Teej
Judaism (The people and the land)	Synoptic Task - What do Jews believe about the Promised Land? • To recognise how stories from the Hebrew Bible have shaped Judaism • To know how the Jews explained what they saw and experienced • To know the story of Abraham and Sarah. • To know the story of Isaac and Rebecca, • To know the story of Jacob and Rachel • To know what Jews believe about the promised land
Judaism (The people and the land)	Synoptic Task - Why do Jews celebrate the festival of Passover? • To talk about the story of Joseph in Egypt Moses • To talk about the story of Exodus and the importance of exodus • To talk about Mount Sinai and 10 commandments • To talk about problems of justice arising in every day life
Judaism (Torah)	Synoptic Task - How do Jews <i>today</i> show the importance of the Jewish Temple and the kingdom of Israel? • To talk about the story of David and Goliath • To talk about the story of King David. • To talk about the story of Daniel in the lions' den • To talk about Solomon and the building of the Temple in Jerusalem • To talk about the Jews return to the Promised Land

Year 3 - Vocabulary

Hinduism (Karma and Dharma)	Hinduism (Brahman and Atman)	Hinduism (Karma and Dharma)	Judaism (The people and the land)	Judaism (The people and the land)	Judaism (Torah)
believers, Hindus, Hinduism, beliefs, Indus, Rama, epic, Ramayana, Sita, Lakshmana, deer, kingdom, subjects, succeeds, prosperous, Vishnu, embodiment, manhood, decree, banish, companion, oath, throne, demon, chariot, entranced, Hanuman, symbol, victory, altar, dharma, order, Diwali, duty, devotion, path, symbol	holy, Manu, Matsya, reveal, Vedas, boarded, souls, journey, evil, conch, wrestled, defeated, precious, life-giving, chakra, lotus, mace, mind, offerings, offered, charm, chanted, priest, weapon, purity, infinite, infinity, Sanskrit, sacrifices, blessings, consuming, versions, Mahabharata, hero, Arjuna, royal, warriors, bow and arrow, archer, jealous, envy, exile, blood raced, charioteer, Krishna, battlefield, conversation, avatars, flute	shrine, puja, puja tray, sandalwood, incense, atmosphere, impure, Ganesha, swirl, aarti, supreme, tradition, creation, murti, contentment, wise, wisdom, good fortune, joy, prayer, truth, Parvati, Shiva, fierce, warlike, guard, threatened, meditating, hustle and bustle, focus, trident, timeless, necklace, renewal, shed, Nepal, henna, Teej, fasting, procession, thankful	Jewish, Jew, Hebrew Bible, Abraham, Abram, inheritance, Promised Land, famine, deceived, covenant, Sarah, Isaac, angels, ram, dependable, draw water, comforted, Jacob, Esau, inherit, birthright, ladder	Joseph, descended, coat of many colours, envy, dream, mauled, grieved, enslaved, servant, interpret, plenty, overseer, guilty, twelve tribes of Israel, Israelites, outnumber, enslave, whipped, mortar, adrift, bulrushes, princess, gurgling, Moses, struck, exile, herding, forty years, extraordinary, burning bush, deliver, delivered, confident, stammer, slither, magicians, heart was hard, plagues, slaughter, unleavened bread, lintels, angel of death, firstborn, wailing, Passover, dawn, conversations, deliverer, Exodus, Red Sea, the land flowing with milk and honey, hooves, pursued, sea bed, Mount Sinai, forty days, forty nights, ten commandments, golden calf, idolatry, tabernacle, cherubim, Ark of the Covenant, reverently, Seder, kiddush, Haggadah, Seder plate, matzah, Hallel, bitter herbs, reclining, recline	high priest, Sabbath, report, scout, scouts, fortified, flowed with milk and honey, grumble, doubted, venomous, bronze serpent, generation, Jordan River, blessing, Torah, Levi, courageous, prosperous, spies, Jericho, spare, faith, faithful, judges, Samuel, prophet, Saul, anointed, plundered, plunder, disobedient, David, Philistines, Goliath, giant, insults, sling, prevailed, Jerusalem, consulted, alliance, newborn, temple, suitably, mount, stonecutters, Most Holy Place, atone, Atonement, Yom Kippur, Judah, captives, captivity, Esther, orphan, Haman, schemed, decree, fast, gallows, Maccabees, menorah, Hanukkah, synagogue, Tanakh, Purim

LKS2 – Year 4

LKS2 Year 4: RE	Focus throughout Lower Key Stage Two
Recall and explain the key beliefs, teachings, practices, and symbols of different religions Understand the meaning and importance of religious texts, stories, and rituals Identify similarities and differences across religions and worldviews Use religious vocabulary correctly to communicate their understanding Reflect thoughtfully on questions about life, purpose, values, and morality Participate respectfully in discussions, expressing ideas while listening to others Make connections between religious learning and historical, cultural, or personal contexts	<u>Making Sense</u> Identify and describe the core beliefs and concepts studied Make clear links between texts/sources of authority and the core concepts studied Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers <u>Understanding Impact</u> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice <u>Making Connections</u> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly Raise important questions and suggest answers about how the far beliefs and practices studied might make a difference to how pupils think and live Give good reasons for the views they have and connections they make

Experiences	SMSC	British Values	The Meadows Values
Educational Visit – Church/Mosque/Temple Explore stories through art and music Explore charity and consider a charitable endeavour	Spiritual – reflect on own beliefs and those of others Moral – know how religious stories impact how people live today, comparing ideas from different religions. Social – understanding diversity in society Cultural – explore similarities and differences, and the importance of faiths studied	Respect and Tolerance – developing and increasing respect for the beliefs and choices of others. Individual liberty – know that we have the freedom to believe in what we choose. Rule of Law – Make links between the laws of God and the laws of man	Being curious by asking questions about the beliefs of others, demonstrating kindness and respect for those who have different beliefs from ourselves. Consider the different communities and the team work that they demonstrate in their everyday lives.

LKS2 Year 4 – End points

Christianity (People of God)	Synoptic Task -Why is the idea of 'Messiah' so important to Christians? - To talk about what Christians believe about the Messiah - To talk about what the Roman province of Judea was like in first century BC - To know that Christians believe that Jesus is the special person that Jewish people have been waiting for - To talk about the symbolic, cultural and religious importance of Temple in Jerusalem in 1st C Judaism - To talk about some New Testament stories about Jesus's family - To recognise diverse cultural depictions of Jesus in art and know that each cultural setting tends to depict him in their own image
Christianity (Incarnation)	Synoptic Task -How do Christians express their beliefs about Jesus at Christmas time? - To know that Christians believe that the birth of Jese was special - To know why Christians give gifts to each other at Christmas - To recognize which visitors to the baby Jesus were Jewish and which visitors were <i>not</i> Jewish - To know what Christians believe about Jesus' visitors - To recognise that Christians use the word 'holy' to describe certain parts of the Christmas story. - To know that Christians would use the word 'holy' to describe certain parts of the Christmas story - To talk about some ways that Christians have shown the importance of the Christmas story in drama, art and music
Christianity (Gospel)	Synoptic Task - How does the life and teaching of Jesus affect the way in which Christians live? - To know why Christians get baptised - To know why Christians try to love all people, even their enemies - To know why Christians might turn to Jesus for help when they are tempted to do something sinful - To know why Christians believe that Jesus has the authority to teach - To talk about some miracles of Jesus - To talk about some parables of Jesus - To talk about some ways that Christians have shown the importance of stories in drama, art and music
Christianity (Salvation)	Synoptic Task – What do the death and resurrection of Jesus mean for Christians? - To know what Christians believe happened in the week before Jesus' death - To know what Christians believe happened on the night before Jesus' death - To know what Christians believe happened on the day of Jesus' death - To talk about what Christians believe happened after the resurrection - To talk about why the death of Jesus is so important to Christians - To talk about why the resurrection of Jesus is so important to Christians
Christianity (Kingdom of God)	Synoptic Task - How did Christianity develop in the early Church and how do we know? - To talk about what Christians believe happened after the resurrection of Jesus - To know what stories about the early Church are found in the Acts of the Apostles - To talk about some things that the early Christians found difficult - To explain how the message of Jesus spread
Islam	Synoptic Task - What does Ramadan mean to Muslims today? - To talk about Muhammad's teachings about Sawm - To talk about Muhammad's teachings about Ramadan - To consider the importance of Suhoor and Iftar - To compare the experience of two women of different traditions during Ramadan - To talk about the origins and meaning of Eid ul Fitr - To talk about the traditions and practises of Eid ul Fitr

Year 4 - Vocabulary					
Christianity (People of God)	Christianity (Incarnation)	Christianity (Gospel)	Christianity (Salvation)	Christianity (Kingdom of God)	Islam
Judea Herod pledges Messiah anointing foretold the Davidic line Mary Nazareth Joseph carpenter engaged lily Old Testament New Testament Gospels Christ Elizabeth Gabriel the Annunciation Hail Mary Christmas carol rejoicing appearance angelic	Christmas Nativity New Testament Holy Bible testament decree census Bethlehem Jesus inn swaddling manger Virgin Mary shepherds pondered wise men from the East Magi adored gold frankincense myrrh Holy Family dwell Incarnation God took flesh mystery advent symbolise	childhood Jesus of Nazareth prepare baptised sins forgiven John the Baptist baptism devil tempt Sea of Galilee disciples tax collectors sinners mercy peacemakers Beatitudes an eye for an eye turn the other cheek love your enemies the Lord's Prayer forgive authority Sermon on the Mount The life and teaching of Jesus Core vocabulary leprosy lepers healed miracles blind deaf paralysed faith Lazarus resurrection Samaritan eternal life parables repents transfigured beloved transfiguration the good shepherd resisted sinner	Palm Sunday commemorated courtyard Gentiles authority Judas Iscariot betray Holy Communion convey denied authorities Pilate crown of thorns mocked release crucify crucified Calvary Golgotha Mary Magdalene Good Friday crucifix pierced resurrected Resurrection Easter Day witnesses haul depiction depicting	Acts of the Apostles ascending Ascension apostles apostle address accompanied cast lot Day of Pentecost tongues perplexed sermon custody prison cell boldness cornerstone educated released colonnade persecuted proclaiming persecution devote community appointed Stephen martyr stoned guides bound the road to Damascus persecute persecuting speechless regain forbidden unclean scattered Christians Paul epistle Christianity numerous Church bishops bishop compromise debate Council of Jerusalem distinction	marvelled straining crescent Ramadan illuminates new moon full moon cycle phases of the moon lunar sliver at first light suhoor thread dusk break their fast iftar Jibril the Prophet Muhammad scriptures corrupted Seal of the Prophets Qur'an Night of Power reverence imam character zakat charity wholesome spiritual prioritise hardship ease Sawm distract distracting prescribed mindful mankind glorify obedience Hadith deeds compassion reflect faults muezzin reflections couscous salah occupy Khatam Eid madrasa national holiday donations purify

UKS2 – Year 5

UKS2 Year 5: RE	Focus Throughout Upper Key Stage 2
Recall and explain the key beliefs, teachings, practices, and symbols of different religions Understand the meaning and importance of religious texts, stories, and rituals Identify similarities and differences across religions and worldviews Use religious vocabulary correctly to communicate their understanding Reflect thoughtfully on questions about life, purpose, values, and morality Participate respectfully in discussions, expressing ideas while listening to others Make connections between religious learning and historical, cultural, or personal contexts	<u>Making Sense</u> Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority
	<u>Understanding Impact</u> Make clear connections between what people believe and how they live, individually and in communities Using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures
	<u>Making Connections</u> Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

Experiences	SMSC	British Values	The Meadows Values
Educational Visit – Church/Mosque/Temple Explore stories through art and music Explore charity and consider a charitable endeavour	Spiritual – reflect on own beliefs and those of others Moral – know how religious stories impact how people live today, comparing ideas from different religions. Social – understanding diversity in society Cultural – explore similarities and differences, and the importance of faiths studied	Respect and Tolerance – developing and increasing respect for the beliefs and choices of others. Individual liberty – know that we have the freedom to believe in what we choose. Rule of Law – Make links between the laws of God and the laws of man	Being curious by asking questions about the beliefs of others, demonstrating kindness and respect for those who have different beliefs from ourselves. Consider the different communities and the team work that they demonstrate in their everyday lives.

Core Values: Resilience, Respect, Teamwork, Aspiration, Kindness, Curiosity
Golden Threads of our Curriculum: R-A-I-S-E

UKS2 Year 5 – End points	
Islam (Stories of Prophets)	Synoptic Task – What do Muslims learn from the prophets as role models? - To know that Muslims believe the prophets were chosen by Allah to guide people. - To know that stories about the prophets can be found in the Qur'an and Muslim tradition. - To know some of the key stories of the prophets, including Adam, Nuh, Ibrahim, Musa, Dawud and Suleyman. - To retell key events from stories about the prophets. - To know the story of the Valley of the Ants and explain what it teaches Muslims. - To identify qualities shown by the prophets, such as obedience, faith, wisdom, patience and kindness. - To know what Muslims learn from the prophets as role models today. - To understand how stories of the prophets have been passed on through generations. - To recognise similarities and differences between stories found in Islam and other Abrahamic faiths. - To explain why prophets are important role models for Muslims.
Islam (Living Muslim Traditions)	Synoptic Task – What lies behind the traditions of Hajj? - To know that Muslims follow different traditions, including Sunni and Shia Islam. - To know the Five Pillars of Islam followed by many Sunni Muslims. - To know the Ten Obligatory Acts followed by many Shia Muslims. - To know that Muslims live in many different countries around the world, including Lebanon. - To know that Salah is an important act of worship for Muslims. - To know that Hajj is the Muslim pilgrimage to Makkah and is one of the Five Pillars of Islam. - To know some of the key traditions and rituals of Hajj. - To understand how the traditions of Hajj are linked to stories of the prophets, particularly Ibrahim and his family. - To explore how Muslims remember and honour these events during Hajj. - To recognise the importance of Hajj for Muslims around the world. - To explain what lies behind the traditions of Hajj and why they are significant to Muslims today.
Christianity (Living Christian Traditions)	Synoptic Task – How are Christian beliefs and practices around the world similar and different? - To know that Christianity is a global religion with many different traditions and denominations. - To know that Christians live and worship in many parts of the world, including Britain, Eastern Europe and South America. - To know some of the features of Orthodox Christianity and its links to the Byzantine Empire. - To know that Christianity has continued to develop in places where Muslims have also lived and worshipped, including Baghdad and Cairo. - To identify similarities and differences between Christian traditions, including Anglican, Baptist, Pentecostal, Catholic and Orthodox Christianity. - To know how Christians express their beliefs through worship, prayer, music and community life. - To explore the features of churches and understand how they can help people learn about Christian beliefs and practices. - To know how art, architecture and music reflect the beliefs, experiences and traditions of Christians. - To understand how churches and Christian communities can differ while sharing core Christian beliefs. - To gather information from interviews and accounts of Christians from different traditions. - To explain how Christian beliefs and practices around the world are both similar and different.
Buddhism (The Prince who became the Buddha)	Synoptic Task – How does the life and teaching of Siddhartha Gautama affect the way in which Buddhists live? - To know who Siddhartha Gautama was and where and when he lived. - To know the geographical and historical setting of Siddhartha Gautama's life. - To retell the story of Siddhartha Gautama and how he became the Buddha. - To know about the three great sights: illness, old age and death. - To understand why the three great sights caused Siddhartha Gautama to question life and suffering. - To know that Buddhists believe suffering is a part of human life. - To know that the Buddha taught that human desire can lead to suffering. - To know what Buddhists mean by enlightenment.

	• To know that Buddhists believe in the cycle of samsara. • To understand how the teachings of the Buddha influence the way Buddhists live today. • To explain how the life and teachings of Siddhartha Gautama affect the beliefs and actions of Buddhists.
Buddhism (Buddhist stories and teachings)	Synoptic Task – What do Buddhist stories teach Buddhists about enlightenment? • To know how Buddhism spread from its origins to different parts of the world. • To know and retell key Buddhist stories, including Kisa and the Mustard Seeds, Angulimala and The Monkey King. • To identify the teachings and messages found within Buddhist stories. • To know that Buddhists believe enlightenment is the end of suffering and ignorance. • To know the Four Noble Truths and understand their importance in Buddhism. • To know that Buddhists believe actions have consequences through karma. • To know that the Eightfold Path provides guidance on how to live a good life and move towards enlightenment. • To know about Buddhist practices such as meditation and the use of Tibetan prayer flags. • To understand how Buddhist stories and teachings help Buddhists make choices about how to live. • To identify similarities and differences between Buddhist and Hindu beliefs about dharma, samsara and reincarnation. • To know that Buddhism is practised in different parts of the world today, including the United Kingdom, India and Tibet. • To explain what Buddhist stories teach Buddhists about enlightenment and how these teachings influence their lives.

Year 5 – Vocabulary				
Islam (Stories of Prophets)	Islam (Living Muslim Traditions)	Christianity (Living Christian Traditions)	Buddhism (The Prince who became the Buddha)	Buddhism (Buddhist stories and teachings)
scholar, in common, unique to, glimpses, role models, Adam, Prophetic, Kutub, Hawwa, existed, eternity, Khalifa, khalifa, thrive, prosper, Shaytun, haughty, arrogant, haughtiness, blissful, toil, Arafat, arrogance, wretched, astray, misery, Nuh, lowly, persevered, taunted, refuge, ceased, subside, perseverance, vanity, Ibrahim, humiliated, barren, dismayed, steadfast, dedication, moral of the story, miraculous, hurriedly, conceal, continuous, Narration, narrative, bride-price, longing, firebrand, despair, prospect, Dawud, Sulayman, prophethood, echo, falsehood, penitent, ushered	context, Sidon, Phoenicians, Phoenicia, renowned, maritime, legacy, distinguishes, prostrating, congregation, congregational, restrictions, branches, Sunni, Shia, Beirut, instability, evaluate, universal, values, humanity, solidarity, Lebanon, Saudi Arabia, haunting, linger, wudu, intention, virtue, formal, dua, serene, Five Pillars of Islam, shahadah, declaration, hajj, solemn, declare, essence, obligation, Day of Judgement, charitable, entrusts, observing, Ten Obligatory Acts, welfare, in vain, irham, garments, serenity	Holy Land, painstakingly, procession, funeral, disrespect, contempt, hymns, penned, representation, profoundly, perplexed, approaching, bore witness, ranks, stooped, condescended, begotten, panels, surmounted, choir, accompaniment, ultimate, contemplate, contemplation, intimate, rosary, interceding, intercedes, visible, saints, fellow, reserved, patron saints, nun, longing, encounter, reconciled, reconciliation, charred, capacity, luminous, spires, cruciform, sacrificial, cathedral, resembles, Son of Man, imagery, destitute, shelters, rejected, vulnerable, pastor, sanctuary	Siddhartha, Gautama, Buddhists, destined, sage, pruned, stabled, injured, confines, ventured, hobbled, dodder, writhing, pursed, convulsed, wracked, agony, mourners, mourning, privileged, hollered, haggling, forgo, pampered, pitted, extreme, middle way, manifested, obscured, contorted, hideous, demonic, Mara, ego, awakened, bodhi tree, enlightened, buddha, Gautama Buddha, blossoms, Buddhism, lotus position, enlightenment, samsara, past lives, Tibetan, former, sangha, rickety	Lord Buddha, distraught, forlorn, spare, seemingly, nirvana, expelled, unavoidable, Four Noble Truths, permanent, cravings, grasp, cease, mango, Eightfold Path, spokes, dharma wheel, mindfulness, indirectly, exaggerating, regret, karma, brigand, countenance, gloated, brandishing, menacing, donned, saffron, vihara, senses, consciousness, consciously, attained, petition, emulate, mudras, mudra, forefinger, reclined, relinquished, Vesak Day, pearl white, devotees, wither, fleeting, stupa, prayer flags

UKS2 – Year 6

UKS2 Year 6: RE	Focus throughout Upper Key Stage Two
Recall and explain the key beliefs, teachings, practices, and symbols of different religions Understand the meaning and importance of religious texts, stories, and rituals Identify similarities and differences across religions and worldviews Use religious vocabulary correctly to communicate their understanding Reflect thoughtfully on questions about life, purpose, values, and morality Participate respectfully in discussions, expressing ideas while listening to others Make connections between religious learning and historical, cultural, or personal contexts	<u>Making Sense</u> Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority
	<u>Understanding Impact</u> Make clear connections between what people believe and how they live, individually and in communities Using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures
	<u>Making Connections</u> Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

Experiences	SMSC	British Values	The Meadows Values
Educational Visit – Explore stories through art and music	Spiritual – reflect on own beliefs and those of others Moral – know how religious stories impact how people live today, compare ideas from different religions. Social – understand diversity in society and within religions. Similarities between religions, Cultural – explore similarities and differences, and the importance of faiths studied.	Respect and Tolerance – developing and increasing respect for the beliefs and choices of others. Individual liberty – know that we have the freedom to believe in what we choose. Rule of Law – Make links between the laws of God and the laws of man. Link to ahimsa and satya, and community/school charter.	Being curious by asking questions about the beliefs of others, demonstrating kindness and respect for those who have different beliefs from ourselves. Consider the different communities and the team work that they demonstrate in their everyday lives.

Core Values: Resilience, Respect, Teamwork, Aspiration, Kindness, Curiosity
Golden Threads of our Curriculum: R-A-I-S-E

UKS2 Year 6 – End points

The teaching of the Gurus	Synoptic Task - How do Sikhs use their stories and sayings in their everyday lives? • To know key events in the life of Guru Nanak: birth, childhood, his profound experience, his four udasis (journeys), death The story of Nanak and the cobra • To understand the connections between Guru Nanak and Hinduism (Year 3 religion), Islam (Years 4 and 5 religion) and Buddhism (Year 5 religion) • To know the importance of eating together: langar • To understand The ten human gurus • To know the making of the Khalsa and Guru Gobind Singh • To know The Guru Granth Sahib: the eternal living guru • To know Sikh stories incl the milk and the blood from the chapatis • To understand Sikhism today incl London
Living Sikh Traditions	Synoptic Task - How do Sikhs traditions show Sikh beliefs? • To understand Sikhism in practice (referred to as Sikhi by Sikhs) • To know modern day Khalsa, incl the five Ks, as well as amrit Dhari, kesa Dhari, seha Dhari • To understand The gurdwara • To know A typical langar meal in a gurdwara • To understand the importance of seva (service) in Sikhi • To know Amritsar • To understand The festival of Vaisakhi • To know the Sikh identity in modern Britain
Stories which point to truth	Synoptic Task - What can we learn from Aesop's Fables about living a moral life? • To understand Aesop's Fables • To know a variety of ancient fables to read with the class from sixth-century Greece • To understand the Fiction that points to truth • Preparation for Summer Term where pupils will be introduced to non-religious worldviews
Reason and Revelation	• Asking big questions without reference to religion, God, holy scriptures e.g. How can I live a good life? What is good? What happened before birth? What will happen after death? • To compare four philosophers, including one Christian and a prominent humanist who has not looked to the numinous or transcendent (referring back to ancient Greece and philosophers from Year 3 history, e.g. Socrates).

Year 6 - Vocabulary			
The teaching of the Gurus	Living Sikh Traditions	Stories which point to truth	Reason and Revelation
imminent, shroud, cremated, Nanak, Sikhs, Guru Nanak, guru, worldwide, revere, trance, cobra, Punjab, snow-capped, Punjabi, regal, profound, dredged, utter, bristled, chapatis, hospitality, Ji, udasis, udasi, naïve, maintain, category, oneness, devout, acres, insisted, common meal, langar, heed, ॐ, ik onkar, rendered, extinguished, timid, nectar, infused, amrit, invocation, Khalsa, exquisite, royalty, Singh, Guru Gobind Singh, morchal, overshadowed, Guru Granth Sahib, stringed	relishes, remembrance, bring to mind, Waheguru, Sikhi, gurdwara, parshad, morsel, emptyhanded, Mughal Empire, Amritsar, sly, seizing his chance, Lahore, summons, fumed, affairs, waver, unwavering, last words, relay, Guru Hargobind, cursed, curse, superstitious, Simran, Seva, implored, dilemma, unique, tassels, liberated, topknot, kesh, kara, solace, exceptional, kanga, sheath, kirpan, unsheaths, kachera, compiled, compilation, prescribed, likeness	household name, Aesop, derives from, fables, Aesop's Fables, resonate, illiterate, undigested, witty, wit, residency, sojourn, goblet, sacrilege, stymied, conceded, brook, drenched, flailing, torrent, Stories which point to truth, capered, scouring, appointed, dog in the manger, phenomena, fundamental, non religious, brag, humanists, humanist, divine revelation, welfare, humanism	the ancients, Sirius, complex, horizon, dial, Hypatia, commentary, heavenly bodies, abacus, crucial, lecture, Hellenistic, bestowed, reason, emanated, lighthouse, eclectic, Museum, pursuit, reality, melting pot, mused, Unmoved Mover, theos, theist, theology, inspiration, inspired, theistic, might, Hellenised, magnet, repository, catalogued, cosmos, ex nihilo, tend, Reason and revelations, soar, replica, Edinburgh, notable, David Hume, tavern, atheist, sceptic, sceptical, scepticism, agnostic, the Enlightenment, clockwork, cane, Kant, literally, morality, innate, put pen to paper, posited, inability, clung, lecturer, awe, replicating, evoked, John Stuart Mill, utility, utilitarianism, utilitarian, appealing to, worldview, supernatural, purpose