



West Heslerton C of E Primary School
RE Curriculum Progression

Skill Strand		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Religions and worldviews			Focus on: Christianity Islam (Additionally Hinduism, Judaism and Sikhism)	Focus on: Christianity Islam Hinduism Non-religious (eg Humanist) (Additionally Judaism)	Focus on: Christianity Islam Hinduism Non-religious (eg Humanist) (Additionally Judaism)	Focus on: Christianity Islam Hinduism Non-religious (eg Humanist) (Additionally Judaism)	Focus on: Christianity Islam Hinduism Judaism Non-religious (eg Humanist)	Focus on: Christianity Islam Hinduism Judaism Non-religious (eg Humanist)
Believing (Knowing about and understanding religions and worldviews)	A1 Describe, explain and analyse beliefs and practises, recognising the diversity which exists within and between communities?	Do I encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship?	Can I talk about the beliefs of different groups of people? Do I know that there are special places where people go to worship? Can I identify ways that special times are celebrated?	Can I recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them?	Can I retell and suggest meanings of significant stories? Can I recount believer's descriptions of God? Can I give examples of how believers show their faith; begin to make links to stories and teachings? Can I describe how believers pray?	Can I make a link between teachings and the way that people live today? Can I recount some of the ways religions mark important events in people's lives? Can I describe the significance of prayer in people's lives today?	Can I compare teachings of faiths and worldviews and the way people live today? Can I outline beliefs about death and life after death? Can I recall and name important features of places of worship, explaining their significance to believers? Can I describe and make connections between beliefs and behaviour for different faiths?	Can I describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance?
	A2 identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in		Can I retell stories from different faiths and talk about my understanding of them?	Can I retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and	Can I recall and name some stories which inspire believers, are linked to festivals?	Can I give simple definitions of important terms related to different faiths?	Can I outline the teachings of significant individuals and make links between these and key beliefs, values and	Can I describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of



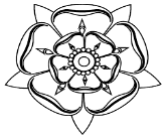
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	religions and worldviews		Can I talk about important figures in faiths and beliefs associated with them (e.g. <i>Jesus is the son of God, Muhammad received the words of Allah</i>)?	recognising the traditions from which they come?	Can I make connections between stories, symbols, objects and key beliefs? Can I identify some ways which believers express their faith (e.g. <i>worship, hymns, puja</i>)?	Can I compare purpose and ritual associated with prayer in different faiths? Can I identify key events and situations within a believer's life and begin to suggest how their faith may be involved in these?	practice for believers? Can I identify the values found in stories and texts?	wisdom and to beliefs and teachings that arise from them in different communities?
	A3 appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.		Can I recognise some symbols, objects and images linked to different faiths including those found in places of worship? Do I know that Muslims do not draw pictures of Allah?	Can I recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities?	Can I make connections between beliefs and rituals associated with them? Can I identify similarities and differences between the way festivals are celebrated in different faiths? Can I identify what believers have in their families and what they do in their places of worship to show their faith?	Can I explain similarities and differences between the ways people worship and the ways festivals are celebrated within one faith and between different faiths? Can I describe what happens in ceremonies for key events in different faiths?	Can I give simple definitions of some key terms linked to life experiences in different faiths? Can I make connections between how believers feel about places of worship in different traditions (including Humanism)?	Can I explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning?



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Expressing (Expressing and communicating ideas related to religions and worldviews)	B1 explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.	Do I ask questions and reflect on my own feelings and experiences?	Do I show awareness that people belong to different religions? Do I talk about special times for different faiths (<i>Shabbat, Ramadan, Christmas</i>) and give examples of what people might do to celebrate them?	Do I ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make?	Can I identify beliefs about God that are held by different faiths?. Can I ask questions linked to the stories and lives of significant people in different faiths? Can I identify ways which believers may use sacred texts in everyday life?	Can I explain why it makes a difference to people's lives to believe in God? Can I ask questions about how people show their faith? Can I give examples of how and explain why believers may use sacred texts today? Can I give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions?	Can I explain the impact teachings of significant individuals may have on believers today? Do I raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life? Can I describe the significance of sacred texts, practices and rituals to believers?	Do I observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities?
	B2 express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues	Do I listen to and talk about stories? Am I introduced to subject specific words and use all my senses to explore beliefs, practices and forms of expression?	Do I talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe? Do I talk about what is special and of value about belonging	Do I observe and recount different ways of expressing identity and belonging, responding sensitively for myself?	Can I suggest why having a faith or belief in something can be hard? Can I explain why rituals may help believers (prayer)? Can I ask questions and give ideas about what matters	Can I suggest why people believe their Gods behave in a particular way? Can I discuss ways in which rituals may comfort or challenge believers (prayer)? Can I suggest how and why religious festivals are valuable to many people? Can I suggest reasons why being a believer is a good thing in	Can I express ideas about how and why religion can help believers when times are hard, giving examples and explaining how places of worship and faith community may help with this? Can I suggest reasons why it might be helpful to follow a moral code and why it might be difficult?	Do I understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in my own life?



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			to a group that is important to them?		most to believers in festivals? Can I suggest reasons why being a believer is a good thing in Britain today?	Britain today and discuss the challenges which it may bring?	Can I respond sensitively to examples of religious practice with ideas of my own?	
	B3 appreciate and appraise varied dimensions of religion.		Do I know that believers treat their sacred texts in different ways and that these texts contain important stories? Can I show awareness that people worship God in different ways? Can I begin to compare faiths considering their stories and ceremonies?	Do I notice and respond sensitively to some similarities between different religions and worldviews?	Can I describe and comment on similarities and differences between traditions in different faiths (e.g. prayer, ceremonies for key events, celebration of festivals)?	Can I identify some similarities and differences between ideas about what God is like in different religions? Can I explain similarities and differences between traditions in different faiths (e.g. worship, codes for living)?	Can I explain how believers of the same faith sometimes disagree about what God is like, giving examples of how they interpret texts differently (e.g. <i>Christian definition of God, Muslim interpretation of Qu'ran</i>)? Can I explain how stories from sacred texts may teach believers how to live? Do I consider similarities and differences between beliefs and behaviour in different faiths?	Do I observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews?



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Living (Gaining and deploying the skills for studying religions and worldviews)	C1 find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively	Do I use my imagination and curiosity to develop my appreciation of and wonder at the world in which I live?	Do I ask some questions about beliefs, God and significant stories and offer my own suggestions? Can I describe some of the ways in which people use music in worship, and talk about how different kinds of music makes me feel? Can I express my own ideas about faiths creatively?	Can I explore questions about belonging, meaning and truth so that I can express my own ideas and opinions in response using words, music, art or poetry?	Can I ask questions and suggest some of my own responses to ideas about Gods of different faiths? Can I explore and suggest ideas about what is worth celebrating and remembering in my own life? Can I talk about how believers show commitment to their faith? Can I explain what it means to be a believer in Britain today and make links with my own experiences?	Can I discuss and present my own ideas about why there are many ideas about God and express my own understanding of God through words, symbols and the arts? Can I explore and suggest ideas about what is worth celebrating and remembering in religious communities? Can I make links between how believers show commitment with their own ideas about community, belonging and belief?	Can I present different views on why people believe in God or not, including my own ideas? Can I recognise ideas about the importance of people in a place of worship/ community, rather than the place itself? Can I begin to explore big questions by presenting other points of view than my own?	Can I discuss and present thoughtfully my own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of my own in different forms including e.g. reasoning, music, art and poetry?
	C2 enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all		Can I talk about examples of people cooperating? Am I aware of the 'Golden Rule' and	Can I find out about and respond with ideas to examples of cooperation between people	Can I discuss links between the actions of believers in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others?	Can I present my view on the most important values and attitudes to have today? Can I discuss and present my own	Can I find out what believers say about their places of worship,	Can I consider and apply ideas about ways in which diverse communities can live together for the wellbeing of



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			can I suggest examples of ways that people can follow this in their lives?	who are different?	Can I present my own ideas about the role of festivals in the life of Britain today, using a variety of media?	responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media?	traditions and practices? Can I express ideas about what really matters in life for myself, including ideas about fairness, freedom, truth, peace, in the light of my learning?	all, responding thoughtfully to ideas about community, values and respect?
	<p>C3 articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.</p>		Can I talk about issues of good and bad, right and wrong arising from stories?	Can I find out about questions of right and wrong and begin to express their ideas and opinions in response?	Can I discuss my own and others ideas about why people do bad things and how people try to put it right? Can I suggest some ideas about good ways to treat others and how to live a good life, arising from my learning about different faiths?	Can I suggest good ways to treat others and live a good life, making links to teachings from different faiths? Can I express ideas about right and wrong, good and bad for myself, including ideas about love, forgiveness, honesty, kindness and generosity?	Can I discuss my own ideas about the importance of values to live by, comparing them to different faith teachings? Can I explain the challenges of following teachings about love, fairness, forgiveness justice, honesty and/or generosity, expressing my own ideas? Can I find out about religious teachings, charities and ways of expressing generosity?	Can I discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response?



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VOCABULARY: BELIEVING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>F1: Which stories are special and why?</u> Believe Christmas Bible Angel Star</p> <p>Hindu Diwali Rama Sita Diva lamp</p> <p><i>May introduce</i> Muslim Qur'an Muhammad</p> <p><u>F2: Which people are special and why?</u> Special Friend Christian Believe God Jesus Disciples Miracle Sikh Guru Nanak</p>	<p><u>1.1 Who is a Christian and what do they believe?</u> Example Teaching Belief Good Bad</p> <p>Miracle Lord's Prayer Forgive Sin Heaven</p> <p><u>1.4 What can we learn from sacred books?</u> Sacred Holy Respect Rules Muslim Islam Qur'an Allah Muhammad Mount Hira Arabic Prophet Message Problem</p>	<p><u>1.1 Who is a Christian and what do they believe?</u> Symbol Message Right Wrong Role Miracle Lord's Prayer Forgive Temptation Sin</p> <p><u>1.2 Who is a Muslim and what do they believe?</u> Islam Muslim Allah Muhammad Prophet Peace Be Upon Him (PBUH) Inspired Crescent Star Calligraphy 99 Names Mosque/Masjid Imam Prayer Mat</p>	<p><u>L2.1 What do people believe about God?</u> Hindu Faith Hinduism Believing Puja Experience ideas Trinity Mandir Father /Son /Holy Spirit Murtis Love/Light/Creator Statues Faithfulness Moses Puja tray Burning Bush Diva lamp Saul Incense St Paul Conversion Aum Shahadah 99 Names of God Devotion Tradition Reciting Blessing Merciful Aarti ceremony Revealed</p>	<p><u>L2.1 What do people believe about God?</u> Hindu Faith Hinduism Believing Puja Experience ideas Trinity Mandir Father /Son /Holy Spirit Murtis Love/Light/Creator Statues Faithfulness Moses Puja tray Burning Bush Diva lamp Saul Incense St Paul Conversion Aum Shahadah 99 Names of God Devotion Tradition Reciting Blessing Merciful Aarti ceremony Revealed</p>	<p><u>U2.2 What would Jesus do? Can we live by Christian values in the 21st Century?</u> Teachings Values National Global Mission Fulfilled Love Agape (self-sacrificial love) Forgiveness Justice Fairness Moral Dilemma resist Reflect Anointed Proclaim Judge Reward Generosity Greed Tithing WWJD Confess</p> <p><u>U2.3 What do religions say when life gets hard?</u></p>	<p><u>What would Jesus do? Can we live by Christian values in the 21st Century?</u> Teachings Values National Global Mission Fulfilled Love Agape (self-sacrificial love) Forgiveness Justice Fairness Moral Dilemma resist Reflect Anointed Proclaim Judge Reward Generosity Greed Tithing WWJD Confess</p> <p><u>U2.3 What do religions say when life gets hard?</u></p>



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	<p>Solution Teamwork Trustworthy</p>	<p>Wudu Dome Minaret Shahadah Call to Prayer Revelation Angel Jibril Qur'an Holy Mount Hira Arabic Precious</p> <p><u>1.4 What can we learn from sacred books?</u> Sacred Holy Muslim Islam Qur'an Allah Muhammad Arabic Prophet</p>	<p>Prophet Mohammed (Peace be Upon Him)</p> <p><i>May introduce</i> Vishnu - Preserver Shiva - Destroyer Similarities Differences Reincarnation Trimurti Karma Indescribable Morals Mahatma Ghandi Ultimate Reality Humanism/ Humanist Freedom</p> <p><u>L2.2</u> <u>Why is the bible important to Christians today?</u> Inspirational Role Model Hero Gospels Good News Miracle Parable Foundations Truthfulness Tolerance Beatitudes Holy God's word</p>	<p>BProphet Mohammed (Peace be Upon Him)</p> <p><i>May introduce</i> Vishnu - Preserver Shiva - Destroyer Similarities Differences Reincarnation Trimurti Karma Indescribable Morals Mahatma Ghandi Ultimate Reality Humanism/ Humanist Freedom</p> <p><u>L2.2</u> <u>Why is the bible important to Christians today?</u> Inspirational Role Model Hero Gospels Good News Miracle Parable Foundations Truthfulness Tolerance Beatitudes Holy God's word</p>	<p>Life Death Ultimate Questions Suffering Recognise Reflect Spirit Soul Faith Encourage Comfort Bereaved Life after death Afterlife Judgement Deeds Consequence Heaven Paradise Salvation Karma Samsara Reincarnation Moksha Liturgies Meditations Funeral Eulogy Order of service Live life to the full</p>	<p>Life Death Ultimate Questions Suffering Recognise Reflect Spirit Soul Faith Encourage Comfort Bereaved Life after death Afterlife Judgement Deeds Consequence Heaven Paradise Salvation Karma Samsara Reincarnation Moksha Liturgies Meditations Funeral Eulogy Order of service Live life to the full</p>
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VOCABULARY: EXPRESSING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>F3: Which places are special and why?</u> Worship Pray/Prayer Church Mosque Synagogue Mandir Holy Minister Vicar Reverend Steeple Font Altar Pew Cross Stained Glass Window Allah Makkah Minaret Dome Similar Different May introduce Easter Resurrection	<u>1.5 What makes some places sacred?</u> Sacred/Holy Worship Pray/Prayer Church Symbol Altar Cross/Crucifix Font Candles Light Pulpit Jerusalem Palm Sunday Last Supper Arrested Good Friday Crucifixion Tomb Easter Sunday Resurrection Mosque/Masjid Wudu Calligraphy Prayer mat Prayer beads Minbar Mihrab Muezzin	<u>1.5 What makes some places sacred?</u> Sacred/Holy Worship Symbol Altar Cross/Crucifix Font Lectern Icons Stations of the cross Pulpit Holy Week Jerusalem Palm Sunday Last Supper Betrayal Arrested Denial Good Friday Crucifixion Tomb Easter Sunday Resurrection Mosque/Masjid Wudu Calligraphy Prayer mat Prayer beads Minbar Mihrab Muezzin	<u>L2.4 Why do people pray?</u> Muslim First Surah of the Qur'an, Lord's Prayer Hindu Gayatri Mantra Miracle Worship Festival Celebration symbol, symbolic, symbolism Intercession Submission Meditation Reflection Use of silence Islam: Sawm Rakah Dua Al Fatihah Christianity: Easter Resurrection Light of the World Hinduism:Divali Mandir Puja Shrine Rangoli Lakshmi Rama and Sita	<u>L2.4 Why do people pray?</u> Muslim First Surah of the Qur'an, Lord's Prayer Hindu Gayatri Mantra Miracle Worship Festival Celebration symbol, symbolic, symbolism Intercession Submission Meditation Reflection Use of silence Islam: Sawm Rakah Dua Al Fatihah Christianity: Easter Resurrection Light of the World Hinduism:Divali Mandir Puja Shrine Rangoli Lakshmi Rama and Sita	<u>U2.4 If God is everywhere, why go to a place of worship?</u> Place of worship Anglican Church Baptist Church Denomination Baptistery Immersion Lord's Supper Pastor Holy Communion Bread & Wine Lectern Congregation Font Altar Priest Mandir Deity / Murti Shrine Sadhu Shikara Orthodox Synagogue traditional Reform Synagogue modernised Synagogue - <i>House of Assembly</i> Schul – <i>School</i> Ark Bimah Torah Ner Tamid	<u>U2.4 If God is everywhere, why go to a place of worship?</u> Place of worship Anglican Church Baptist Church Denomination Baptistery Immersion Lord's Supper Pastor Holy Communion Bread & Wine Lectern Congregation Font Altar Priest Mandir Deity / Murti Shrine Sadhu Shikara Orthodox Synagogue traditional Reform Synagogue modernised Synagogue - <i>House of Assembly</i> Schul – <i>School</i> Ark Bimah Torah Ner Tamid



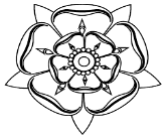
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<p><u>F4 Which times are special and why?</u></p> <p>Celebration Festival Occasion New Year Resolution</p> <p><i>May introduce</i></p> <p>Jewish people Sukkot Sukkah</p> <p>Spring Festival Tradition Dragon Dance</p>	<p><u>1.6 How and why do we celebrate special and sacred times?</u></p> <p>Celebrate Festival Decoration Meaning Joy Nativity Bethlehem Angel Gabriel Innkeeper Stable Manger Shepherd Gold Frankincense Myrrh Carol</p>	<p><u>1.6 How and why do we celebrate special and sacred times?</u></p> <p>Festival Decoration Symbol Meaning Joy Nativity Bethlehem Angel Gabriel Saviour Innkeeper Stable Manger Shepherd Gold Frankincense Myrrh Carol</p>	<p><u>L2.5</u> <u>Why are festivals important to religious communities?</u></p> <p>Christmas Christians Easter sacred Worship Hymns Sermon Ramadam Pesach Symbols Diwali Celebrate Festival Decoration Symbol Rejoicing Weeping</p>	<p><u>L2.5</u> <u>Why are festivals important to religious communities?</u></p> <p>Christmas Christians Easter sacred Worship Sermon Ramadam Pesach Symbols Diwali Celebrate Festival Decoration Symbol Rejoicing Weeping</p>	<p>Skull Cap Talit</p> <p><i>May include:</i> Body of Christ Silence (Quaker) Mutual support Meditation Simplicity Institutions /Hierarchies Expressions Pilgrimage Duty Kumbh Mela Purification Triumph Adversity Determination Torah Scribe Mezuzah Kiddush cup Kosher</p> <p><u>U2.5</u> <u>Is it better to express your religion in arts and architecture or in charity and generosity?</u></p> <p>Art Architecture Impressive Poverty Wealth Calligraphy Geometric Art Representational Art Actions Cathedral</p>	<p>Skull Cap Talit</p> <p><i>May include:</i> Body of Christ Silence (Quaker) Mutual support Meditation Simplicity Institutions /Hierarchies Expressions Pilgrimage Duty Kumbh Mela Purification Triumph Adversity Determination Torah Scribe Mezuzah Kiddush cup Kosher</p> <p><u>U2.5</u> <u>Is it better to express your religion in arts and architecture or in charity and generosity?</u></p> <p>Art Architecture Impressive Poverty Wealth Calligraphy</p>
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VOCABULARY: LIVING						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>F5 Being special - Where do we belong?</u> Unique Valued Belonging Group Religion Baptism Blessing Welcome <i>Introduce one of</i> :Aqiqah ceremony Star and Crescent Raksha Bandhan Rakhi Aum <u>F6 What is special about our world?</u> Creation Creator Nature Wonderful Puzzling Torah	<u>1.2 Who is a Muslim and what do they believe?</u> Islam Muslim Allah Muhammad Prophet Peace Be Upon Him (PBUH) Inspired Crescent Star Calligraphy 99 Names Mosque/Masjid Imam Prayer Mat Wudu Dome Minaret Shahadah Call to Prayer Revelation Angel Jibril Qur'an Holy Mount Hira Arabic Teachings Beliefs Precious	<u>1.7 What does it mean to belong to a faith community?</u> Symbol Belonging Cross Crucifix Rosary WWJD ICHTHUS Baptism Christening Welcome Ceremony Vicar Holy Water Font White robe Aqiqah Calligraphy Ka'ba Hajj Allahu Akbar Razor Scales Gold Marriage/Wedding Promises Rings Chuppah Hava Nagila Hebrew	<u>L2.7 Key question: What does it mean to be a Hindu in Britain today?</u> Crucifix Rituals Palm cross Symbols Verse Values Grace Advent candle/wreath Commitments Christingle Religious Impact Rituals Community Spiritual Express Spontaneous Preserved Formal Divali Holy Communion Eucharist Confirmation Goddess Anglican Rama Catholic Sita Baptist Pentecost	<u>L2.7 Key question: What does it mean to be a Hindu in Britain today?</u> Crucifix Rituals Palm cross Symbols Verse Values Grace Advent candle/wreath Commitments Christingle Religious Impact Rituals Community Spiritual Express Spontaneous Preserved Formal Divali Holy Communion Eucharist Confirmation Goddess Anglican Rama Catholic Sita Baptist Pentecost	<u>U2.6 What does it mean to be a Muslim in Britain today?</u> Five Pillars of Islam Ibadah Belief in Action Muezzin Shahadah Salat Rak'ahs Wudu Daily Prayer Sawm Fasting Ramadan Discipline Zakat Alms Giving Ummah Hajj Pilgrimage Mecca/Makkah Kab'ah Mina Ibrahim Holy Qur'an Respect Surah 1 Surah 17 Commandments Authority Guidance	<u>U2.6 What does it mean to be a Muslim in Britain today?</u> Five Pillars of Islam Ibadah Belief in Action Muezzin Shahadah Salat Rak'ahs Wudu Daily Prayer Sawm Fasting Ramadan Discipline Zakat Alms Giving Ummah Hajj Pilgrimage Mecca/Makkah Kab'ah Mina Ibrahim Holy Qur'an Respect Surah 1 Surah 17 Commandments Authority Guidance



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	<p><u>1.8 How should we care for others and the world and why does it matter?</u> Unique Important Teachings Values Benefits Responsibilities Caring Gifts Serving Alms Zakat Charity Tzedakah Inspired Mother Theresa Dr Barnardo Creation Spoiled Environment Representatives Tikkun Olam Heal Duties</p>		<p>Methodist Overcoming Messy Church Ravanah Sunday School Demon Girls/Boys Brigade Foodbank Lakshmi Christians against Poverty Blessings Vincent de Paul Community Saviour Justice/Injustice Wreath Rosa Parks Advent Wreath Civil Rights Christingle <i>May introduce:</i> Advent Mother Theresa Evergreen Pope Francis Shepherd Archbishop Justin Gold Welby Loretta Minghella Frankincense Christian Aid</p> <p><u>L2.9</u> <u>What can we learn from religions about right and wrong?</u> Life Death Ultimate</p>	<p>Methodist Overcoming Messy Church Ravanah Sunday School Demon Girls/Boys Brigade Foodbank Lakshmi Christians against Poverty Blessings Vincent de Paul Community Saviour Justice/Injustice Wreath Rosa Parks Advent Wreath Civil Rights Christingle <i>May introduce:</i> Advent Mother Theresa Evergreen Pope Francis Shepherd Archbishop Justin Gold Welby Loretta Minghella Frankincense Christian Aid</p> <p><u>L2.9</u> <u>What can we learn from religions about right and wrong?</u> Life Death Ultimate</p>	<p>Sunnah Hadith Mosque Masjid Imam Impact Daily Regularly Annually Lifetime</p> <p><u>U2.7</u> <u>What matters most to Christians and Humanists?</u> Rules Principles Code for living Humanist Morals Consequence Concepts Values</p>	<p>Sunnah Hadith Mosque Masjid Imam Impact Daily Regularly Annually Lifetime</p> <p><u>U2.7</u> <u>What matters most to Christians and Humanists?</u> Rules Principles Code for living Humanist Morals Consequence Concepts Values</p>
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			Questions Suffering Recognise Reflect Spirit Soul Faith Encourage Comfort Bereaved Life after death Afterlife Judgement Deeds Consequences Heaven Paradise Salvation Karma Samsara Reincarnation Moksha Liturgies Meditations Funeral Eulogy Order of service Live life to the full	Questions Suffering Recognise Reflect Spirit Soul Faith Encourage Comfort Bereaved Life after death Afterlife Judgement Deeds Consequences Heaven Paradise Salvation Karma Samsara Reincarnation Moksha Liturgies Meditations Funeral Eulogy Order of service Live life to the full		
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