

CAPTAIN WEBB PRIMARY SCHOOL
RE– Key Knowledge

Key: Knowledge - I know (K) Skill - I can (s)

RE Subject Progression of Knowledge and Skills

The Aims of Religious Education (SACRE 2021)

- To stimulate interest and enjoyment in Religious Education.
- To prepare pupils to be informed, respectful members of society who celebrate diversity and strive to understand others.
- To encourage students to develop knowledge of the beliefs and practices of religions and worldviews, to develop informed opinions and an awareness of the implications of religion and worldviews for the individual, the community, and the environment.
- To enable pupils to consider their own responses to questions about the meaning and purpose of life.

Range 4 Day Care	Range 5 Nursery	Range 6 Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit A								
Festivals: how are they celebrated? (Christmas, Easter, Eid, Hannukah, Divali)	Festivals: how are they celebrated? (Christmas, Easter, Eid, Hannukah, Divali)	Visit to Hindu Temple and Church	1A: Creation and Thanksgiving: 'How do we say thank you for a beautiful world?' (Jews and Christians) (Visit Church)	2A: Respect for everyone: what does that mean? (Visit to Mosque)	3A: Diwali: how and why is the festival celebrated and what does it mean? (Visit Mandir and visitor.)	4A: What can we learn from visiting sacred places? (Any two faiths) (Visit to Church & Visitor – Islam)	5A: Temptation: What can we learn from Muslims and Christians (Visit to Mosque)	6A: Religion and the individual: Exploring commitment (Visit to The Priory/ Church Summer 2)
I know who is in my family home. I know some of the key parts of my routine at home such as meal times, getting ready for nursery I know through using my senses how we are different or similar. I know how to imitate everyday actions from my own family's cultural background in my play, such as making dinner.	I know some of the things that make me unique. I know that we have special times in our lives. I know people who are familiar to me. I know a similarity and difference about my family or friend. I know important family events in my life such as my birthday, Christmas, Easter	I know that I have my own feelings towards things. I know that special times are celebrated in different ways. I know that the religious stories I learn about are from the past such as Rama and Sita, Nativity and The Easter story. I know that there are important members of my community such as local minister. I know some Christian stories and songs. I know that Jesus was a storyteller. I know that Jewish people have many festivals.	I know that the things that I create are important to me. I know the story of The Creation and that God created the world in seven days. I know the Torah is the Jewish special book. I know the Bible is the Christian special book. I know how important it is to care for the world in which we live. I know why we celebrate Harvest Thanksgiving.	I know a parable tells a moral or spiritual lesson. I know the similarities and differences between Christianity and Judaism religion. I know the meaning of the parable 'the Good Samaritan.' I know the meaning of St Davids anointing. I know that the bible teaches Christian people about respect.	I know all communities have special days and celebrations. I know the story of Rama and Sita is about Duty (Dhama) I know what would happen at a British Diwali celebration. I know why Diwali is special to Hindus. I know what a Diva lamp symbolises. I know what Diwali has taught me about my life.	I know what the word 'sacred' means. I know some features of a mosque. I know how a mosque is used by Muslims. I know what a pilgrimage is. I know what happens in a Gudwara to make it special. I know why some Muslims make a pilgrimage to Mecca. I know some Sikhs make a pilgrimage to Harmandir Sahib.	I know what temptation means and how it is present in our lives. I know some of the consequences of good and bad choices. I know that religious stories can teach us about temptation. I know that Christians and Muslims turn to God when they are tempted. I know the consequences of what we see and do for other people, thinking about the impact of our choices. I know Muslim and Christian rituals towards temptation. I know different ways to strengthen a person against temptation. I know that forgiveness helps to mend friendships and relationships.	I know what is means to make a decision based on morals. I know the five precepts. I know how the teachings of Jesus influence how Christians lead their lives. I know the values Christians and Buddhists try to live by I know that the 10 commandments follow the teachings of Christianity. I know the four noble truths of Buddhism I know that Buddhists should follow the Eight – fold path.
Skills								
	I can talk about how we are all different. I can use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences. I	I can talk about members of my immediate family and community I can talk about different beliefs and ways that they are celebrated. I can name some religions and how	I can thank God for the natural world. I can name and talk about a story from the bible. I can ask and talk about big questions about	I can talk about the people in the stories and how they felt.	I can describe the relevance of the story of Rama & Sita to the Festival of Diwali.	I can describe and compare a sacred place significant to religious believers. I can explore the idea of pilgrimage to sacred sites (nationally and	I can apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.	I can explain how individuals and communities express the meanings of their beliefs and values in many different forms and ways of living.

can talk about families and ask questions.	they celebrate specific events.	how the world began. I can retell a creation story in words, drama or pictures. I can explain why harvest is important to Christians			internationally)		
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Key Vocabulary and Concepts:

Key Vocabulary Family, friends, same, different, play. <u>Concepts:</u> Celebration, Belonging	Key Vocabulary Unique, family, life, special times, birthday, celebration, Christmas, Easter, Diwali, different, same. <u>Concepts:</u> belonging,.	Key Vocabulary Past, present, same, different, religion, beliefs, celebrate, Jesus, festival, <u>Concepts:</u> Belief Relationships Worship Identity Other links - Celebration, festival, belonging	Key Vocabulary Christianity Judaism Christian, Jewish people, creation, beginning, God, Harvest, Bible Torah, <u>Concepts:</u> Identity Belief Worship	Key Vocabulary Christianity, Judaism, special, Jesus, Bible, Respect Parable <u>Concepts:</u> Relationships	Key Vocabulary Dharma - duty Hindu Divali divas Mandir Rama Sita Hanuman Lakshmi Ramayana Karma <u>Concepts:</u> Belief Worship Identity	Key Vocabulary Mosque – Mihrab Mimbar Mecca minaret, qubba, minbar, wadu Gurdwara – manji sahib, langar, chaur, rumala <u>Concepts:</u> Belief Worship,	Key Vocabulary Christianity Jesus Gospel Temptation Islam Allah Submission Shaytan - Stoning the Devil Good and evil Right and wrong <u>Concepts:</u> Beliefs Relationships Identity,	Key Vocabulary Christianity - New Testament, Parable Buddhism – precepts, enlightenment, dharma forgiveness commandments Morality Ethics compassion dilemmas <u>Concepts:</u> Identity Beliefs Worship
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Unit B

		B: What makes a day special? Who celebrates what and why?	1B: Special stories: what can we learn? (Christians and Muslims)	2B: Symbols of belonging: what can we learn? (Sikhism and Christianity)	3B: Living in harmony: Stories to show we care Trip to Community	4B: Does a beautiful world mean there is a wonderful God? (Christian, non-religious)	5B: Prayer: asking questions and seeking answers (Jewish, Muslim)	6B: Words of Wisdom from Sikhs, Muslims and Christians)
		I know what happens at a celebration e.g: a party. I know some festivals that people celebrate e.g Christmas Diwali, Hannukah., Easter I know Christians use special things like food or songs to celebrate Easter. I know that people have different beliefs	I know how and why Christians show respect for the bible. I know a sign of respect Muslims show to the Qur'an. I know that Muslims believe in one God I know that the Bible is a Christian sacred text. I know a story from the Old Testament and its meaning. (Jonah and the Whale) I know a story from the New Testament and its meaning. (Feeding the 5,000) I know some stories from the Qu'ran and its meaning. (Woman at the gates of Mecca)	I know that symbol is used to represent something. I know some symbols that represent Christianity. I know some of symbols that represent Sikhism. I know the importance of symbols.	I know ways that care and compassion was shown in the story of The Good Samaritan. I know why Bhai Ghanavia cared for his enemies. I know that Shabbat is a rest day for Jewish people. I know that Doctor Barnardo cared for people in exceptional ways I know a Muslim story of care.	I know that Jews and Christians believe in a story of how God created the world and everything in it. I know how the creation stories of Christians and Jews are similar. I know what Jews say about the 7th day of the creation story. I know how a Jewish child spends their Sabbath. I know about the festival of Rosh Hashanah	I know that prayer is a way for people to talk to God. I know that people in different religions may pray or meditate for different reasons. I know that there are forms, symbols and artefacts of different Jewish prayers. I know that there are festivals related to Jewish prayer. I know how to express my own ideas about some big questions on the topic of prayer. I know what happens in Islamic prayer. I know that prayer is one of the important pillars of Islam I know that prayers in Islam and Judaism have similarities and differences. I know that there are differences in belief and ways of life to do with prayer for Jewish people and Christians. I know that prayer and meditation can help and encourage reflection.	I know some techniques to help me reflect and be calm. I know that Sikhs value moral values over money. I know that Muslims believe they should look after the natural world. I know how love is viewed in the Bible.

Skills								
		I can talk about different beliefs and ways that they are celebrated.	I can relate emotions to some of the experiences of Jesus.	I can recognise similarities between communities (symbols). I can identify symbols of celebration. I can explore Christian/ Sikh Symbols. I can reflect on what I have learnt about the importance of symbols	I can describe the teaching of a religious leader in relation to caring.	I can discuss similarities and differences between different religions and worldviews.	I can discuss the impact of prayer in two religions.	I can suggest varied answers to questions about meaning and purpose in the wisdom of the religions I've studied.

Key Vocabulary and Concepts								
		<u>Key words:</u> Hannukah, Diwali, Easter, celebrate, party, food, Menorah, festival, <u>Concepts:</u> Belief Relationships Worship Identity	<u>Key Vocabulary</u> Religion, Islam, Muslim, Christianity, Bible Qur'an, Jesus, Prophet, Muhammad Holy, Sacred Allah <u>Concepts:</u> Identity Worship Belief	<u>Key Vocabulary</u> Sikh, Kara, kirpan, Kanga Kesh Christian, Fish candle, Symbol, dove, important symbol . <u>Concepts:</u> Worship, belief.	<u>Key Vocabulary</u> Forgiving Goodness Generosity Kindness Christianity Bible Jesus Sikhism Guru Langar Sewa Islam Prophet Hadith Judaism Torah Shabbat <u>Concepts:</u> Relationships Identity	<u>Key Vocabulary</u> Creator, Genesis, Stewardship Judaism Shema, mezuzah, Torah, Sabbath. Rosh Hashanah <u>Concepts:</u> Identity Belief	<u>Key Vocabulary</u> Sawm Al Fatihah Torah Yom Kippur Prayer Meditation Reflection <u>Concepts:</u> Prayer, symbols, faith,	<u>Key Vocabulary</u> Relection Stillness Quietness Learning from silence The gift of peace Gurhu Nanak Morals Allah <u>Concepts:</u> Worship Identity

Unit C

		C:	1C: I wonder: Questions that Puzzle Us	2C: Holy words; Why do religious people love their scriptures?	3C: Leaders and followers in Family Life (Jewish and Christian)	4C: Why do some people think Jesus is inspiring?	5C: Values: What can we learn from Christians and Humanists?	6C: Expressing spiritual ideas through the arts (Christian) Visit church unit before
		I know about a special celebration and how celebration makes people feel. I know that when you get married you make promises to each other. I know about my own special celebrations e.g birthday, christening.	I know that some questions are puzzling. I know that God has the answer to many mysteries. I know that religious stories can provide an answer. I know the name of some religious symbols that Christians identify with.	I know how Muslims use the Qu'ran and why it is important to them. I know what Muslims learn from the Qu'ran about God. I know how Christians use the bible and why the bible is important to them. I know what Christian's learn from the bible about God. I know why religious people love their scriptures.	I know the qualities that are needed to be a good leader. I know why Jews and Christians believe Moses was chosen by God as a good leader. I know that a role model is a person who influences me in a positive way. I know who Jesus was and that Christians follow him. I know how a Christian is led by their religion. I know the impact a Rabbi has on a Jewish family life. I know the similarities and differences between how Christians and Jews follow their leader.	I know that images of Jesus reflect the artists' beliefs and backgrounds. I know one of Jesus' parables. I know how Jesus' miracles linked with faith. I know why the story of Easter inspires Christians	I know that 'a code for living' helps a person make good choices and say no to bad things. I know that Humanists have codes for living that do not refer to God. I know that Christians and God shows a path. I know that many religions value peace. I know that the 10 commandments act as a guide for Christians.	I know that 'spirituality' is about the deepest ideas we have about life. I know that Christians represent spirituality through music. I know some different artefacts used by Christians in order to pray. I know the colours used in the Christian calendar and their significance. I know that stained glass shows a significant story for Christians.

Skills:							
		I can talk about different beliefs and ways that they are celebrated. I can name some celebrations and say what happens.	I can think of puzzling and mysterious questions that I would like God to answer. I can suggest answers to puzzling questions. I can identify things that are important in their own lives and compare these to religious beliefs. I can identify things they find interesting or puzzling, in religious materials studied	I can recognise the communities that the sacred writings come from. I can respond sensitively to the question: why do religious people love their scriptures?	I can use some religious words and phrases to describe the ways a Christian and Jew might practice their faith at home I can discuss day in the life of a Rabbi would be like.	I can ask and consider some important questions of their own about Jesus, making links between their own and others' responses.	I can explain, with reasons, the significance of religions and worldviews to individuals and communities. I can explain how individuals and communities express the meanings of their beliefs and values in many different forms and ways of living I can express my own spirituality through the arts inspired by different religions.

Key Vocabulary and Concepts:

		Key Vocabulary birthday, wedding, marry, promise christening, Christmas, Mother's Day, Divali, Easter, minister, (Pam) <u>Concepts:</u> Belief Relationships Worship Identity	Key Vocabulary Beliefs Puzzles Mysteries Questions Big ideas <u>Concepts:</u> Identity Faith,	Key Vocabulary Bible Islam Christianity Testament Qur'an Scripture <u>Concepts:</u> Identity Worship Belief	Key Vocabulary Christianity Christian, Jesus, Leader, Follower, Disciple, Bible, Christian minister, Church, healing, miracle, parable, love, forgiveness Judaism Jewish, Jesus, Synagogue, Rabbi, Jewish Shabbat, Torah <u>Concepts:</u> Worship	Key Vocabulary Gospel, Parables, Disciple, Trinity, Miracle Crucifixion, Resurrection, Incarnation Lent Fasting <u>Concepts:</u> Worship Relationships	Key Vocabulary Christianity: love, forgiveness, peace honesty, prayer, worship fellowship Humanism integrity, love, truth reciprocity, atheism <u>Concepts:</u> Relationships	Key Vocabulary belief faith sacred spiritual commitment Christianity church Psalms scripture expression art vision <u>Concepts:</u> Belief Identity
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Unit D

		Unit D	1D: Finding out about Christian Churches & Jewish Synagogues Visit Church & Synagogue	2D: Beginning to learn from Islam: Muslims and Mosques in Telford and Wrekin	3D: Where does the journey of life lead (Christian, Muslim, Hindu)	4D: Keeping the 5 Pillars of Islam today	5D: Christian Aid and Islamic Relief: Can they change the world?	6D: What will make our community more respectful? (Many religions and beliefs)
		I know that a church is a special place for Christians. I know religious people celebrate festivals. I know that special times are celebrated in different ways for example a birthday. I know that Diwali and Hannukah have similarities because	I know why Christians and Jews go to places of worship, and what happens there. I know that a Synagogue is a sacred place for Jews. I know some of the important features of a Synagogue and how these are	I know that Prophet Muhammed is a special or holy leader for Muslim people. I know some religious traditions and artefacts you would find inside a Mosque. I know why a Mosque is a special and sacred place for Muslims.	I know the journey a Muslim takes in his/her lifetime. I know that Muslim duties are represented in the 5 pillars of Islam I know that the Aqiqah Ceremony is an Islamic ceremony that celebrates a child's birth.	I know The Five Pillars of Islam how these affect the way Muslims choose to behave. I know what Sala is and why it is important to Muslims. I know what Zakat is and how it is performed. I know why fasting is important to Muslims.	I know what Charity means. I know that Islamic Relief is a charity where Muslims try to lessen or stop global poverty issues. I know that Christian Aid is a religious charity where Christians are involved in global poverty issues.	I know some of the religions of people in my local area. I know some of the places of worship in my local area. I know what a multicultural society is. I know some links between Mandir's and churches in the community.

	they are festivals of light. I know how to talk about myself and the immediate members of my family.	used for worship. I know the name of important features in a church and how they are used for worship.	I know that the Qu'ran was revealed to the prophet Muhammed. I know about the Shahadah I know that the Qu'ran is a guide that helps Muslims lead their lives. I know that Allah is most important to Muslims.	I know the journey a Hindu takes in their lifetime. I know the journey a Christian takes in their lifetime. I know Hindus believe in 4 stages of life I know that Christians believe that the souls life continues after death. I know what my journey through life might look like.	I know what Hajj is and the impact it has on some Muslims.	I know the qualities needed to take action to bring about what is right and good. I know the ways that charity websites work for themselves.	I know contributions that faith communities make to local life. I know how my actions can help us live in harmony. I know why harmony is difficult to achieve in a city.
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Skills

	I can name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.	I can recognise features of religious life and practice to include religious artefacts	I can discuss a range of beliefs, symbols and actions.	I can ask questions about their own and others' experiences of life as a journey.	I can make simple links between the teaching of Islam and what Muslims do. I can explore the idea of pilgrimage to sacred sites (nationally and internationally)	I can explain how individuals and communities express the meanings of their beliefs and values in many different forms and ways of living.	I can examine and explain issues about community cohesion and respect for all in the light of different perspectives from varied religions and worldviews.
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Key Concepts and Vocabulary

	<p><u>Key vocabulary</u></p> <p>Church, temple, Hindu, Christian, christening, birthday, family, life.</p> <p>Concept: Belief Relationships Worship Identity</p>	<p><u>Key Vocabulary</u></p> <p>Christianity Judaism Synagogue Church bimah, siddur, ark, torah scrolls, stained glass windows, alter, font, pews, pulpit, cross, bible, alter, lectern</p> <p><u>Main Concepts:</u> Worship Identity</p>	<p><u>Key Vocabulary</u></p> <p>Islam, mosque, wudu, Qur'an, Eid, Ramadam, Shahadah</p> <p>Concepts: Worship Identify</p>	<p><u>Key Vocabulary –</u></p> <p>Life Death Soul</p> <p>Imam, Qur'an, Makkah, The Prophet Muhammad Allah, Aqiqah, The Five Pillars: Shahadah, Salah, Zakah, Sawm, Hajj</p> <p>Hindu terms: Bhagavad Gita, Samskaras, God, Moksha, Dharma, Karma, Reincarnation, River Ganges, Pyre.</p> <p>Christian terms: Jesus, Bible, resurrection, heaven, church, community, fellowship.</p> <p><u>Concepts:</u> Worship Identity Belief</p>	<p><u>Key Vocabulary</u></p> <p>Shahadah Salat / Salah Zakat Ramadan Eid Ul Fitr Hajj Makkah Pilgrimage Duty</p> <p><u>Concepts:</u> Worship Identity</p>	<p><u>Key Vocabulary</u></p> <p>Islam: Almsgiving, Zakat, Ummah, generosity, Christianity: charity, fellowship, justice, stewardship. fairness, Emergency aid Development</p> <p><u>Concepts:</u> <u>Relationships</u> <u>Belief</u> <u>Identity.</u></p>	<p><u>Key Vocabulary</u></p> <p>Christianity Hinduism Islam Sikhism Buddhism: Tolerance Sensitivity Respect Acceptance</p> <p><u>Concepts:</u> Relationships Belief. Worship</p>
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Skills:						
Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Assessment for ARE at the end of each year to show progression in skills Concept: A: Know about and understand Beliefs and practices						
Engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year	Recall and name different beliefs and practices	Find out meanings behind beliefs and practices	Describe features of the religions and worldviews	Explain with reasons the significance religions and worldviews	Reflect on features of the religions and worldviews	Make connections between different features of the religions and worldviews
Assessment for ARE at the end of each year to show progression in skills Concept: A: Know about and understand Sources of Wisdom						
Begin to recall parts of religious stories.	Retell some religious and moral stories	Explore and discuss sacred writings.	Suggest meanings to some religious and moral stories	Describe links between stories and other aspects of the communities they are investigating	Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings	Understand links between stories and other aspects of the communities they are investigating maybe by offering opinions
Assessment for ARE at the end of each year to show progression in skills Concept: A: Know about and understand Ways of Life						
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ELG	Recognise some similarities between communities	Recognise similarities between communities (Hindu, Muslim and Christian)	Describe a range of beliefs, symbols and actions			Understand different ways of life and ways of expressing meaning
Assessment for ARE at the end of each year to show progression in skills Concept: B: Express and communicate – Express and communicate ideas						
Talk about religion from sources of information and use some simple everyday religious terms.	Ask and respond to questions about what communities do, and why	Identify what difference belonging to a community might make to individuals	Reflect on features of religions and world wide views.	Describe varied examples of religions and worldviews	explain, with reasons, the meanings of religions and worldviews to individuals and communities	explain, with reasons, the significance of religions and worldviews to individuals and communities
Assessment for ARE at the end of each year to show progression in skills Concept: B: Express and communicate – Dimensions of Religion						
Talk about their community. (UW)	Observe and recount different ways of expressing identity and belonging,	Identify what difference belonging to a community might make to individuals.	Respond sensitively for themselves	suggest why belonging to a community may be valuable, in their own lives	suggest why belonging to a community may be valuable for the diverse communities being studied	Understand the challenges of commitment to a community of faith or belief,
Assessment for ARE at the end of each year to show progression in skills Concept: C: Gain Skills and Deploy – Reflection						
Talks about past and present events in their own life and in the lives of family members	Express their own ideas and opinions in response using words, music, art or poetry	Explore questions about belonging, meaning and truth	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth,	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth	Discuss and present their own views on challenging questions about belonging, meaning, purpose and truth	Apply ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry
Assessment for ARE at the end of each year to show progression in skills Concept: C: Gain Skills and Deploy – Community						
Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6 PSED	Find out about examples of co-operation between people who are different	Respond with ideas to examples of co-operation between people who are different	Respond with ideas to examples of co-operation between people who are different	Describe ways in which diverse communities can live together for the well-being of all	Respond thoughtfully to ideas about community, values and respect	Understand and apply ideas about ways in which diverse communities can live together for the well-being of all
Assessment for ARE at the end of each year to show progression in skills Concept: C: Gain Skills and Deploy – Values and Commitment						
Begin to talk about what makes themselves and other people happy and sad.	Explore questions.	Find out about questions of right and wrong	Begin to express their ideas and opinions about questions of right and wrong in response.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair	Express their own ideas clearly in response ethical questions, including ideas about what is right and wrong and what is just and fair	Apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair

Buddhist	Christianity	Hinduism	Islam	Judaism	Sikhism	Non-religious worldviews
<p>6A Religion and the individual: Exploring commitment</p> <p>6D: What will make our community more respectful? (Many religions and beliefs)</p>	<p>YR: Festivals: how are they celebrated? (Christmas, Easter)</p> <p>1A: Creation and Thanksgiving: 'How do we say thank you for a beautiful world?'</p> <p>1B: Special stories: what can we learn?</p> <p>1D: Finding out about Christian Churches</p> <p>2B: Symbols of belonging: what can we learn?</p> <p>3C: Leaders and followers in Family Life</p> <p>3D: Is life like a journey?</p> <p>4A: What can we learn from visiting sacred places? (Any two faiths)</p> <p>4B: Does a beautiful world mean there is a wonderful God?</p> <p>4C: Why do some people think Jesus is inspiring?</p> <p>5A: Temptation: What can we learn from Muslims and Christians?</p> <p>5C: Values: What can we learn from Christians and Humanists?</p> <p>5D: Christian Aid and Islamic Relief: Can they change the world?</p> <p>6B: Words of Wisdom from Sikhs, Muslims and Christians</p> <p>6C: Expressing spiritual ideas through the arts (Christian)</p> <p>6D: What will make our community more respectful? (Many religions and beliefs)</p>	<p>YR: Festivals: how are they celebrated? (Diwali)</p> <p>2B: Symbols of belonging: what can we learn?</p> <p>3A: Divali: how and why is the festival celebrated and what does it mean?</p> <p>3D: Is life like a journey?</p> <p>4A: What can we learn from visiting sacred places? (Any two faiths)</p> <p>6D: What will make our community more respectful? (Many religions and beliefs)</p>	<p>1B: Special stories: what can we learn?</p> <p>2B: Symbols of belonging: what can we learn?</p> <p>2D: Beginning to learn from Islam: Muslims and Mosques in Telford and Wrekin</p> <p>3D: Is life like a journey?</p> <p>4A: What can we learn from visiting sacred places? (Any two faiths)</p> <p>4D: Keeping the 5 Pillars of Islam today</p> <p>5A: Temptation: What can we learn from Muslims and Christians?</p> <p>5B: Prayer: asking questions and seeking answers</p> <p>5D: Christian Aid and Islamic Relief: Can they change the world?</p> <p>6B: Words of Wisdom from Sikhs, Muslims and Christians</p> <p>6D: What will make our community more respectful? (Many religions and beliefs)</p>	<p>YR: Festivals - Hanukkah</p> <p>1A: Creation and Thanksgiving: 'How do we say thank you for a beautiful world?'</p> <p>3C: Leaders and followers in Family Life</p> <p>4A: What can we learn from visiting sacred places? (Any two faiths)</p> <p>5B: Prayer: asking questions and seeking answers</p> <p>6D: What will make our community more respectful? (Many religions and beliefs)</p>	<p>4A: What can we learn from visiting sacred places? (Any two faiths)</p> <p>6B: Words of Wisdom from Sikhs, Muslims and Christians</p> <p>6D: What will make our community more respectful? (Many religions and beliefs)</p>	<p>4B: Does a beautiful world mean there is a wonderful God?</p> <p>5C: Values: What can we learn from Christians and Humanists?</p> <p>6D: What will make our community more respectful? (Many religions and beliefs)</p>