

## RE skills and progression coverage map 2025/2026

*This RE skills and progression document is a working document based on overarching North Yorkshire agreed syllabus – the objectives catalogued for each year group are non-negotiable as they describe a sequential progression carefully designed to build substantive and disciplinary concepts. The lesson ideas listed however are suggested. Individual teaching teams may find alternative resources that teach the same objectives appropriately. Where year groups are taught in mixed age, we operate a Year A/B model for substantive, and disciplinary learning themes. Within RE, it is also important that children develop their personal knowledge and this must be carefully built upon in every year group, with particular attention to this in mixed age teaching.*

	<b>National Curriculum</b>	<p>Although the teaching of Religious Education is statutory, local councils are responsible for directing the content of the taught syllabus and no 'National Curriculum' exists. As such, the following curriculum stipulations are from the <b>North Yorkshire agreed syllabus</b>:</p> <ul style="list-style-type: none"> <li>It is required that that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. In KS2, the North Yorkshire agreed syllabus stipulates that children must learn about people who follow the Muslim, Hindu and Jewish faiths in addition to Christianity. Furthermore, non-religious worldviews including 'organised' examples such as Humanism, will also be the focus for study.</li> <li>Pupils learn in three key strands: Believing (religious beliefs, teachings, sources; questions about meaning, purpose and truth); Expressing (Religious and spiritual forms of expression; questions about identity and diversity) and living (Religious practices and ways of living; questions about values and commitments)</li> <li>As well as learning <u>about religions</u> (substantive knowledge), and developing <u>personal knowledge</u> (learning about the attitudes, experiences and assumptions which shape the way that students experience organised world-views, including being aware of how this is changing over time and why), children will also develop their disciplinary knowledge by expanding their '<u>ways of knowing</u>' about religions to experience wider disciplines such as theology, sociology, philosophy and psychology (see appendix).</li> </ul>			
	<b>Skill</b>	<b>YEAR 3 and 4 (A)</b>	<b>YEAR 3 and 4 (B)</b>	<b>YEAR 5/6 (B)</b>	<b>YEAR 5/6 (A)</b>
	<b>NY end of KS2 outcomes</b>	<b>Know about religious and non-religious worldviews (A)</b>			
<b>Substantive Knowledge</b>	Describe and make connections between different features of religious and non-religious worldviews studied, discovering more about celebrations, worship, pilgrimages and the rituals which	<ul style="list-style-type: none"> <li>Make connections between some of Jesus' teachings and the way Christians live today (A1, Jesus inspiring).</li> <li>Describe how Christians celebrate Holy Week and Easter Sunday (A1, Jesus inspiring).</li> <li>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1, Hindu in Britain).</li> </ul>	<ul style="list-style-type: none"> <li>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1, Different beliefs about God).</li> <li>Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression (A1, Bible importance).</li> <li>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between the key functions of the mosque and the beliefs of Muslims (A1, Muslims in Britain).</li> <li>Make connections between beliefs about the earth and activist behaviour in different religions (A1, Green religion).</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between beliefs and behaviour in different religions (A1, ahimsa, grace and ummah).</li> <li>Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions (A1, ahimsa, grace and ummah).</li> <li>Describe and make connections between examples of religious creativity (buildings and art) (A1, architecture or charity).</li> </ul>

	<p>mark important points in life, in order to reflect on their significance. (A1)</p>		<p>teachings (A1, Christian in Britain).</p> <ul style="list-style-type: none"> <li>Recall three or more key facts about Humanists and their worldview (A1, Humanists in Britain)</li> <li>Give at least one reason why Humanists believe in humanity and why they don't believe in God (A1, Humanists in Britain)</li> </ul>		<ul style="list-style-type: none"> <li>Describe examples of connections between anti-racism and religion (A1, racism).</li> <li>Outline Christian, Hindu and/or non-religious beliefs about life after death (A1).</li> </ul>
	<p>Describe and understand links between stories and other aspects of the communities investigated, responding to a range of sources of wisdom and to beliefs and teachings that arise from them in communities. (A2)</p>	<ul style="list-style-type: none"> <li>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2, Jesus inspiring).</li> <li>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2, Religious festivals).</li> <li>Describe how the way some people celebrate festivals might show something about their beliefs (A2, Key festivals).</li> <li>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2, Life is a journey).</li> <li>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2, Hindu in Britain).</li> <li>Make connections between stories of temptation and why people can find it difficult to be good (A2, Right and wrong).</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2, Bible importance).</li> <li>Describe the practice of prayer in the religions studied (A2, Why Pray).</li> <li>Describe some ways in which Christians express their faith through hymns and modern worship songs (A2, Christian in Britain).</li> </ul>	<ul style="list-style-type: none"> <li>Outline Jesus' teaching on how his followers should live (A2, What would Jesus do?).</li> <li>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2, Muslim in Britain)</li> <li>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2, Muslim in Britain).</li> <li>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2, Believe God exists).</li> </ul>	<ul style="list-style-type: none"> <li>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2, Christians and Humanists).</li> </ul>

<p>Explore and describe a range of beliefs, symbols and actions in order to understand different ways of life and ways of expressing meaning. (A3)</p>	<ul style="list-style-type: none"> <li>● Identify similarities and differences in the way festivals are celebrated within and between religions (A3, Religious festivals).</li> <li>● Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews (A3, Key festivals)</li> <li>● Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3, Life is a journey).</li> </ul>	<ul style="list-style-type: none"> <li>● Make connections between what people believe about prayer and what they do when they pray (A3, Why Pray).</li> <li>● Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people (A3, Jewish family and festivals).</li> <li>● Identify some ceremonies and celebrations of Humanists (A3, Humanists in Britain)</li> </ul>	<ul style="list-style-type: none"> <li>● Make connections between how believers feel about places of worship in different traditions (A3, place of worship).</li> </ul>	<ul style="list-style-type: none"> <li>● Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).</li> </ul>
<p><b>NY end of KS2 outcomes</b></p>	<p><b>Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews (B)</b></p>			
<p>Observe and understand varied examples of religious and non-religious worldviews in order to explain with reasons meaning and significance to individuals and communities. (B1)</p>	<ul style="list-style-type: none"> <li>● Identify the most important parts of Easter for Christians and say why they are important (B1, Jesus inspiring).</li> <li>● Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons (B1, Key festivals).</li> <li>● Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1, right and wrong).</li> <li>● Give examples of ways in which some inspirational people have been guided by their religion (B1, right and wrong).</li> </ul>	<ul style="list-style-type: none"> <li>● Identify how and say why it makes a difference in people's lives to believe in God (B1, Different beliefs about God)</li> <li>● Give examples of how and suggest reasons why Christians use the Bible today (B1, Bible importance).</li> <li>● Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1, Jewish family and festivals).</li> <li>● Ask questions about Humanists and Humanism, and listen thoughtfully to the answers (B1, Humanists in Britain)</li> </ul>	<ul style="list-style-type: none"> <li>● Explain the impact Jesus' example and teachings might have on Christians today (B1, What would Jesus do?)</li> <li>● Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1, Believe God exists).</li> <li>● Describe and reflect on the significance of the Holy Qur'an to Muslims (B1, Muslim in Britain).</li> </ul>	<ul style="list-style-type: none"> <li>● Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1, life hard).</li> </ul>

<p>Understand the challenges of commitment to a community of faith or belief and suggest why belonging to a community may be valuable both in the diverse communities studied and their own lives. (B2)</p>	<ul style="list-style-type: none"> <li>● Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2, Religious festivals).</li> <li>● Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2, Life is a journey).</li> <li>● Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2, Hindu in Britain).</li> </ul>	<ul style="list-style-type: none"> <li>● Suggest why having a faith or belief in something can be hard (B2, Different beliefs about God).</li> <li>● Describe ways in which prayer can comfort and challenge believers (B2, Why Pray).</li> <li>● Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2, Christian in Britain).</li> <li>● Make simple links between Humanist ideas and values and their own ideas and values (B2, Humanists in Britain).</li> </ul>	<ul style="list-style-type: none"> <li>● Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2, Believe God exists).</li> <li>● Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2, place of worship).</li> <li>● Understand the challenges facing the planet and responses from different religions (B2, Green religion).</li> </ul>	<ul style="list-style-type: none"> <li>● Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2, Christians and Humanists).</li> <li>● Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2, ahimsa, grace and ummah).</li> <li>● Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2, Architecture or charity).</li> <li>● Understand the challenges racism presents to human communities and consider different religious responses (B2, racism).</li> <li>● Express ideas about how and why religion can help believers when times are hard, giving examples (B2, life hard).</li> <li>● Explain some similarities and differences between beliefs about life after death (B2, life hard).</li> </ul>
<p>Observe and consider different dimensions of religion, in order to explore and show understanding of similarities and differences within and between different religious and non-religious worldviews. (B3)</p>	<ul style="list-style-type: none"> <li>● Explain similarities and differences between ceremonies of commitment (B3, Life is a journey).</li> <li>● Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3, Right ad wrong).</li> </ul>	<ul style="list-style-type: none"> <li>● Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3, Why Pray).</li> </ul>	<ul style="list-style-type: none"> <li>● Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3, What would Jesus do?).</li> <li>● Select and describe the most important functions of a place of worship for the community (B3, place of worship).</li> </ul>	<ul style="list-style-type: none"> <li>● Describe some Christian and Humanist values simply (B3, Christians and Humanists).</li> <li>● Consider similarities and differences between beliefs and behaviour in different faiths (B3, ahimsa, grace and ummah).</li> <li>● Show understanding of the value of sacred buildings and art (B3, architecture or charity).</li> <li>● Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3, life hard).</li> <li>●</li> </ul>

		Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.			
Disciplinary Knowledge and Personal Knowledge	<b>NY end of KS2 outcomes</b>				
	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms. (C1)	<ul style="list-style-type: none"> <li>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1, Religious festivals).</li> <li>Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live (C1, Key festivals).</li> <li>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1, Life is a journey).</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions and suggest some of their own responses to ideas about God (C1, Different beliefs about God).</li> <li>Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives (C1, Jewish family and festivals).</li> <li>Give their own ideas about questions to do with Humanism simply (C1, Humanists in Britain)</li> </ul>	<ul style="list-style-type: none"> <li>Present different views on why people believe in God or not, including their own ideas (C1, Believe God exists).</li> <li>Present ideas about the importance of people in a place of worship, rather than the place itself (C1, place of worship).</li> </ul>	<ul style="list-style-type: none"> <li>Examine the title question from different perspectives, including their own (C1, Life Hard).</li> </ul>
	Consider and apply ideas about ways in which diverse communities can live together for wellbeing of all, responding thoughtfully to ideas about community, values and respect. (C2)	<ul style="list-style-type: none"> <li>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2, Hindu in Britain).</li> </ul>	<ul style="list-style-type: none"> <li>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2, Christian in Britain).</li> </ul>	<ul style="list-style-type: none"> <li>Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth' (C3, Green religion).</li> </ul>	<ul style="list-style-type: none"> <li>Apply ideas about values from scriptures to the title question (C2, Architecture or charity).</li> </ul>
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, and express their own ideas clearly in response. (C3)	<ul style="list-style-type: none"> <li>Discuss their own and others' ideas about how people decide about right and wrong (C3 Right and wrong).</li> </ul>	<ul style="list-style-type: none"> <li>Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3, Bible importance).</li> <li>Identify some values important to Humanists: e.g. truth, honesty, cooperation, thoughtfulness and compassion (C3, Humanists in Britain).</li> </ul>	<ul style="list-style-type: none"> <li>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3, What would Jesus do?).</li> </ul>	<ul style="list-style-type: none"> <li>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3, Christians and Humanists).</li> <li>Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3, racism).</li> </ul>	

<p><b>Suggested Teaching activities, including example activities to be:</b></p> <p><b>Theologists</b>  <b>Sociologists</b>  <b>Philosophers</b>  <b>Psychologists</b></p>	<p><b>Why is Jesus Inspiring to some People?</b>  <i>'Inspirational People' Resource</i>  P4 – 9 Who helps and cares and why?  P 10 – 14 What makes an inspirational person?  P15 – 20 Why are some people inspired by their faith?</p> <p><b>What does it mean to be a Hindu in Britain today?</b>  <i>'Hindus' resource</i>  P9 – 14 how do Hindus believe the world works?</p> <p><b>Why do some people think that life is a journey?</b></p> <p><b>What can we learn from religions about deciding what is right and wrong?</b>  <i>'Good and Evil' resource</i>  P15 – 20 what is good and evil?  P21 – 25 How do Hindus follow their Dharma?  P28 The problem of evil and suffering  P32 Defending God in the face of suffering</p> <p><b>Why are festival important to religious communities?</b>  <i>'Muslims' resource</i>  P9 – 14 How do Muslim's celebrate Eid -ul-Fitr?  <i>'Investigating how we live' resource</i>  P21 – 25 How do Muslims show their commitment during festivals?  <i>'Investigating worldviews' resource</i></p>	<p><b>What does it mean to be a Christian in Britain today?</b>  <i>'Christians' resource</i>  P 21 – 26 How do Christians decide how to live?</p> <p><b>What do different people believe about God?</b>  <i>'Investigating God' resource:</i>  P4 - 9 What do Christians believe about God?  P10 - 14 What do Muslims believe about God?  P15 -19 What do Hindus believe about God?</p> <p><b>Why is the Bible important for Christians today?</b>  <i>'Christians' resource</i>  P27 – 32 What do the 'parables of the kingdom' teach Christians  <i>'Investigating God' resource:</i>  P32-33 Using the gospels about Jesus to tell us what God is like.</p> <p><b>Why do people pray?</b>  <i>'Christians' resource</i>  P9 – 14 The Lord's Prayer what it means and why it's important  <i>'Muslims' resource</i>  P4 – 6 What do Muslims use when they pray?  <i>'Investigating worship' resource</i>  P26 – 29 How many people pray?  P30 – 33 The Psychology of prayer</p>	<p><b>What would Jesus do?</b>  <i>'Right and wrong' resource</i>  P21 – 26 How do religions solve dilemmas?  <i>'Christians' resource</i>  P4 – 8 What do Christians believe about Jesus?</p> <p><b>What does it mean to be a Muslim in Britain today?</b>  <i>'Muslims' resource</i>  P15 – 19 How do the five pillars help Muslims express their faith?  P20 – 26 Why is the Qur'an treated with such respect?  P27 – 32 How do Hadith guide Muslims through the journey of life?</p> <p><b>Why do some people believe God exists?</b>  <i>'Investigating God' resource:</i>  P20 - 25 Where do ideas about God come from?  P28 – 31 Investigating different people's ideas about God.  <i>'Living without God' resource</i>  P22 – 26 Why don't some people believe in God?</p> <p><b>If God is everywhere, why go to a place of worship?</b>  <i>'Investigating worship' resource</i>  P4 – 8 How do Christians and Muslims worship God?  P9 – 14 What happens during worship at a church and a synagogue?</p>	<p><b>What matters most to Christians and Humanists?</b>  <i>'Right and wrong' resource</i>  P4 – 9 How can we be good?</p> <p><b>What difference does it make to believe in ahimsa (harmlessness), grace, and/or ummah (community)?</b>  <i>'Right and wrong' resource</i>  P27 – 32 Can we live in a peaceful world?  <i>'Hindus' resource</i>  P27 – 32 How does dharma at each stage of life help Hindus be good?  <i>'Big questions' resource</i>  P9 – 14 What would happen if everyone was peaceful?</p> <p><b>Is it better to express your beliefs in arts and architecture or in charity and generosity?</b>  <a href="https://yougov.co.uk/society/articles/35692-religious-people-give-more-often-different-causes">https://yougov.co.uk/society/articles/35692-religious-people-give-more-often-different-causes</a> Why do religious people give more to charity?</p> <p><b>What can be done to reduce racism? Can religion help?</b>  <i>'Investigating worldviews' resource</i>  P14 – 18 How do people's actions demonstrate their worldview?  <a href="http://PrimaryClassroomResources.natre.org.uk">Primary Classroom Resources (natre.org.uk)</a></p> <p><b>What do religions and non-religions say when life gets hard?</b>  <a href="https://yougov.co.uk/society/articles/37398-yougov-death-study-britons-life-after-death">https://yougov.co.uk/society/articles/37398-yougov-death-study-britons-life-after-death</a></p>
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	<p>P4 – 8 How do Hindus celebrate Diwali and Muslims celebrate Eid-ul-Fitr?</p> <p><b>How do people from religious and non-religious communities celebrate key festivals?</b>  <i>'Christians' resource</i>  P15 – 20 How do Christians across the world celebrate Easter and why?  <i>'Investigating worldviews' resource</i>  <b>P19 – 27 How do people celebrate Christmas?</b>  <i>'Investigating worship' resource</i>  P15 – 20 How and why do people celebrate new year?</p>	<p><b>How do family life and festivals show what matters to Jewish people?</b>  <i>'Jewish people' resource</i>  P10 – 15 celebration foods  <i>'Good and Evil' resource</i>  P4 – 14 saying sorry/putting right bad choices (Yom Kippur)</p> <p><b>What does it mean to be a Humanist in Britain today?</b>  <i>'Living without God' resource</i>  P10 – 15 What can we learn from non-religious stories?  P19 – 21 What do non-religious people do to bring justice and equality?</p>	<p>P21 – 25 What is similar and different about worship in different religions?  <i>'Hindus' resource</i>  How why and where do Hindu people worship?  <i>'Investigating how we live' resource</i>  <b>P26 – 33 Investigating the Sikh gurdwara</b></p> <p><b>Green Religion? What do religious and non-religious worldviews teach about caring for the Earth?</b>  <i>'Investigating religion and the environment' resource</i>  P10 – 14 Why do people think we should care for the Earth?  P21 – 25 What do different religions believe about how we should treat the environment?  <b>P27 – 33 What can we learn from Theology and science about how we are for the Earth?</b></p>	<p><b>What do the people of Britain believe happens when you die?</b>  <i>'Big questions' resource</i>  P21 – 26 What do Hindus believe happens when you die?  <i>'Living without God' resource</i>  What happens when you die?  'How we live' resource  P10 – 14 How do Christians and non-religious people deal with difficult times?</p>
<p><b>Key Vocabulary to be used in ALL units in ALL year groups with ALL children</b></p>	<ul style="list-style-type: none"> <li>• <b>Worldview</b> – everyone has one. Calling beliefs 'worldviews' allows for the flexibility within different religions.</li> <li>• <b>Organised worldview</b> – This means a group of believers who adhere to the same view of life (Christianity, Islam, Judaism, Hindu Dharma, Humanism). This allows for the fact that most religions do not have a single worldview that applies to all subsets of the religion.</li> <li>• <b>Individual worldview</b> – can be influenced by an organised worldview but may or may not reflect all traditional teachings or beliefs, or may draw on a range of influences.</li> <li>• <b>Personal worldview</b> – how a person encounters the world. It is the views of the teachers and pupils in the classroom.</li> </ul>			
<p><b>Key Vocabulary by teaching unit -to be discussed, used and understood throughout the theme by all children</b></p>	<p><b>Why is Jesus inspiring to some people?</b>  Parables, Shrove Tuesday, Ash Wednesday, Maundy Thursday, Incarnation, Salvation, Resurrection, Holy Spirit, Sacrifice</p> <p><b>What can we learn from religions about deciding what is right and wrong?</b>  Ten Commandments, Two</p>	<p><b>What does it mean to be a Christian in Britain today?</b>  Anglican, Baptist, Roman Catholic, Pentecostal Sunday School St Vincent De Paul society Christians Against Poverty Christian Aid justice</p> <p><b>What do different people believe about God? (Christians, Hindus, Muslims, Jews)</b></p>	<p><b>What would Jesus do?</b>  Parables Moral dilemma, Commandments, Corinthians, forgiveness, justice, fairness, generosity, Kingdom of God</p> <p><b>What does it mean to be a Muslim in Britain today?</b>  Five Pillars of Islam Ibadah Shahadah Salat Sawm Zakat Hajj Ummah Tawhid Sunnah Hadith</p>	<p><b>What matters most to Christians and Humanists?</b>  Christian, Humanist, God's image, fallen, fairness, honesty, moral code, valuable, values.</p> <p><b>What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</b>  Ahimsa Grace Ummah Gandhi Grace from God Zakat hajj, Genesis,</p>

	<p>Commandments of Jesus, Golden Rule, Humanists, Beatitudes dilemmas</p> <p><b>What does it mean to be a Hindu in Britain today?</b></p> <p>Sanatana Sharma – Eternal Way Shrine Deities Puja tray – incense OM symbol Bhagavad Gita Aarti Bhajans Dharma Karma Moksha Reincarnation Mandir Temple Iconography</p> <p><b>Why do some people think that life is like a journey and what significant experiences mark this?</b></p> <p>Milestones Ceremony of commitment Responsibility Baptism First Communion Confession Sacred Thread Ceremony Bar/bat mitzvah/chayil Nonreligions Humanists/Humanism Reincarnation Heaven</p> <p><b>Why are festivals important to religious communities?</b></p> <p>Rituals, Eid, Ramadan, Eid-ul-Fitr, Henna, Charity, Fasting, Mehind, Christmas, Easter, Pentecost, Diwali</p>	<p>God as Trinity – Father, Son, Holy Spirit (Hindu) Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer) Murtis Pentecost Religious metaphors Bhagavad Gita Ascension, 99 Names of Allah, Moses, Qur’an, Muhammad</p> <p><b>Why is the bible important to Christians?</b></p> <p>Creation, The Fall, Salvation Guidance Wisdom Old and New Testaments– books, chapters and verse Gospels Incarnation Temptation Forgiveness Sin /sinners</p> <p><b>Why do people pray?</b></p> <p>Muslim, First Surah of the Qur’an, Christian, Lord’s Prayer, Hindu, Gayatri Mantra, Spiritual, Atheists, Islam</p>	<p>masjid</p> <p><b>What are the key concepts of Dharma and Karma?</b></p> <p>Hindu/Hinduism, Dharma, Karma, Puja, Mandir, reincarnation, judgement, funeral rites, Aum or Om, Brahman, Diwali,</p> <p><b>What is the concept of one God with many aspects?</b></p> <p>Ganesh, Gods and goddesses, Offering, Pray, Rama, Shiva, Sita, Vishnu, Worship, Bhagavad Hanuman, Avatars, Saraswati, Varanasi, Mandan, Brahma the Creator, Shiva the Destroyer, Vishnu the Preserver, Holi, Raksha</p> <p><b>Why do some people believe God exists?</b></p> <p>Theist Atheist Agnostic God as Father, Spirit, Son, eternal Almighty Holy Genesis</p>	<p>value</p> <p><b>Is it better to express your beliefs in arts and architecture or in charity and generosity?</b></p> <p>Calligraphy Geometrical art Representational art 99 Beautiful Names Cathedrals Muslim Aid Islamic Relief Ummah Zakat Christian Aid</p> <p><b>If God is everywhere, why go to a place of worship?</b></p> <p>Anglican Baptist Orthodox Reform Pilgrimage mandir, synagogue, church, Western Wall</p> <p><b>What do religions say to us when life gets hard?</b></p> <p>Salvation Heaven Reincarnation Judgement Afterlife Suffering liturgy, Karma, Soul, Samsara, Reincarnation, Moksha, afterlife, death, Humanism</p>
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