

Spring Meadow Primary and 'School House' Nursery



Religious Education Curriculum Overview

Religious Education Curriculum

Purpose of study

Religious education will enable children to make sense of religion and worldviews and begin to understand the complex world in which they live. It will also support pupils' religious literacy: their ability to hold balanced and well-informed conversations about religions and worldviews. Our curriculum uses a multi-disciplinary approach to develop religious literacy through the disciplines of theology, philosophy and human/social sciences. Through theology children will explore questions and answers that arise from inside religions and worldviews. Through philosophy children will explore questions and answers raised through considering the nature of knowledge, existence and morality. Whilst human/social sciences will allow children to explore questions and answers relating to the impact of religions and worldviews on people and their lives. Resultantly, our curriculum will inspire children to be inquisitive learners who are confident to explore religion and investigate a range of topics and issues.

Aims

"RE is like an iceberg. As you unpack ideas, you come to understand deeper meaning" - Year 9 pupil

Spring Meadow's Religious Education curriculum aims to ensure that all pupils:

- Know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses
- Know and have an understanding of significant people and events relating to key religions such as special people, special objects, stories, places of worship and key celebrations/festivals.
- Apply knowledge and understanding of the different religions to answer challenging questions through engagement, investigation and evaluation.
- Gain an understanding of how significant events in each religion links to British values of democracy, rule of law, individual liberty, tolerance and mutual respect.
- Gain awareness and show sensitivity towards the beliefs and moral values of other religions within our multicultural society.

Organisation

- Religious Education is taught in topics throughout the school year aiming to give children the ability to learn about a variety of religious and non-religious worldviews.
- The curriculum is divided into topics and questions which each relates to one of the three disciplinary lenses (theology, philosophy and human/social sciences). There is a balance of questions from each discipline spread over each year group as shown through the highlighted key in the unit planner.
- Religious education will be taught during time set aside in the afternoon for the foundation subjects.

Progression

Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theology: Where beliefs come from	Give a simple recount of a story used by Christians.	Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.	Retell at least one narrative, story or important text used by at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text.	Show awareness of different sources of authority and consider how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority.	Identify different sources of authority and how they influence beliefs. Give examples of different writings and different ways in which believers interpret sources of authority.	Describe different sources of authority and how they influence beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
Theology: How beliefs change over time				Recognise that religious beliefs are influenced by events in the past but also events in the present.	Identify events in history and society which have influenced some religious and non-religious worldviews.	Describe how events in history and society have influenced some religious and non-religious worldviews.	
Theology:	Recognise connections	Recognise and discuss that	Recognise that some beliefs	Identify some links	Make clear links between different	Describe the connections	Explain the connections

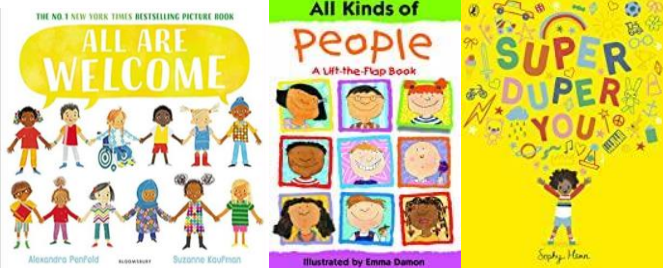


<p>How beliefs relate to each other</p>	<p>between different Christian beliefs.</p>	<p>narratives, stories and texts (used by at least one religion or worldview) contain beliefs.</p>	<p>link together and begin to talk about these connections.</p>	<p>between beliefs within a religion or worldview.</p> <p>Show awareness of some of the similarities and differences between and within religions and worldviews.</p>	<p>beliefs within a religion or worldview.</p> <p>Identify some of the similarities and differences between and within religions and worldviews.</p>	<p>between different beliefs and link them to sources of authority.</p> <p>Describe some of the key theological similarities and differences between and within religions and worldviews.</p>	<p>between different beliefs and link them to sources of authority using theological terms.</p> <p>Explain the key theological similarities and differences between and within religions and worldviews</p>
<p>Theology: How beliefs shape the way believers see the world</p>	<p>Give an example of how Christian festivals and celebrations show their belief in God.</p>	<p>Give an example of how Jews use beliefs to guide their daily lives.</p>	<p>Give different examples of how beliefs influence the daily lives of individuals.</p>	<p>Recognise ways in which beliefs might make Muslims think about how they live their life, how they see the world in which they live and how they view others.</p>	<p>Identify ways in which beliefs might make Christians think about how they live their life, how they see the world in which they live and how they view others.</p>	<p>Describe ways in which beliefs shape the way Hindus view others and the world in which they live.</p>	<p>Explain and discuss how beliefs shape the way Buddhists view others and the world in which they live and connect this to other religions.</p>
<p>Philosophy: The nature of knowledge, meaning and existence</p>		<p>Ask questions about the world around them and discuss these.</p> <p>Begin to make connections between using their senses and what they know</p>	<p>Discuss their observations of the world around them, ask questions their observations prompt them to consider and try to answer them.</p>	<p>Recognise that there are a range of answers people might give when answering questions about the world around them based on different religious and non-religious worldviews.</p>	<p>Discuss and describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p>	<p>Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p>	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p>

		about the world around them.	<p>Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them.</p> <p>Discuss what people mean when they say they 'know' something.</p>	Talk about the difference between knowing and believing.	Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.	Identify and explain some of the ways in which philosophers understand abstract concepts.	Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.
Philosophy: How and whether things make sense		Begin to discuss how and whether things make sense to them using 'because' to explain their thinking when talking about religion and belief.	Provide a reason why someone may hold a particular belief using the word 'because' to explain their thinking.	Discuss arguments or reasons based on a religion or belief and decide if it makes sense to them and is expressed clearly.	Compare different arguments or reasons based on a religion or belief and decide if they make sense to them.	<p>Be able to explain, using a range of reasons, whether an argument is coherent and logical.</p> <p>Compare and link evidence to form a coherent argument.</p>	<p>Begin to analyse and evaluate whether an argument is coherent and logical and show an increasing awareness of different opinions.</p> <p>Select pieces of evidence to support and counter a particular argument.</p>
Philosophy: Issues of right and wrong, good and bad		Use religious stories to talk about how beliefs impact on someone's behaviour.	Use religious stories to discuss how beliefs impact on behaviour and make connections between religion and what people	Attempt to define 'right', 'wrong', 'good' and 'bad' and recognise that it is difficult to do.	Show awareness of the diversity of opinion people have as a result of religions and worldviews.	Show awareness of the diversity of opinion people have as a result of religions and worldviews and	Begin to analyse and evaluate different answers to moral and ethical questions/issues.

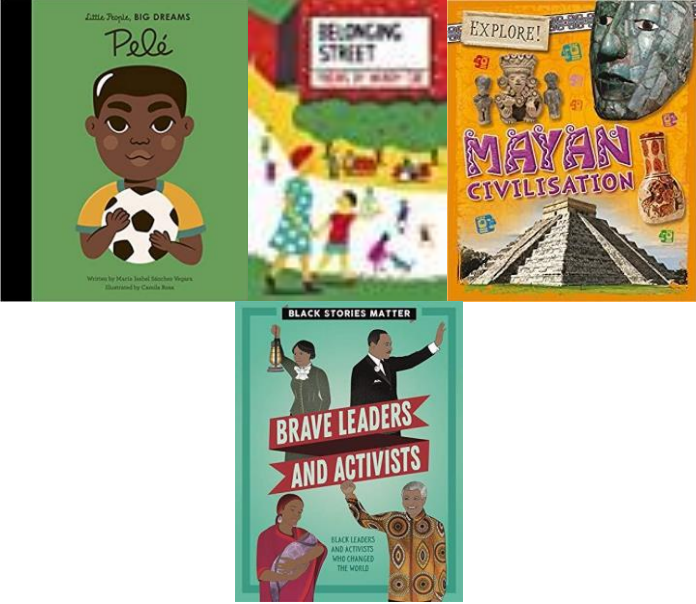
			believe is right and wrong.	Explore different views on issues of right and wrong, good and bad and recognise similarities and differences between them.	Describe a range of religious and worldview answers to moral and ethical questions and discuss why there are differences.	explain why there are differences. Explain a range of answers to moral and ethical questions. Draw their own conclusions to moral and ethical questions.	Show an understanding of the connections between beliefs, practices and behaviour.
Human/Social Sciences: The diverse nature of religion		Recognise that people hold different beliefs and that these can have an impact on a believer's daily life, their family or local community.	Know the names of different religions and recognise different religious beliefs and worldviews. Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.	Describe different religious and non-religious beliefs and worldviews. Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Compare and describe different religious and non-religious beliefs and worldviews. Describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals, communities and society can also shape beliefs.	Explain different religious and non-religious beliefs and worldviews. Explain how beliefs impact on and influence individual lives, communities and society and how individuals, communities and society can also shape beliefs. Show awareness that talking about religion and belief can be complex.	Begin to analyse and evaluate different religious and non-religious beliefs and worldviews. Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs. Recognise some areas of controversy when interpreting and explaining the

							diverse nature of religion and belief.
Human/Social Sciences: Diverse ways in which people practice and express beliefs		<p>Recognise and discuss some of the symbols, artefacts and practices used by people of different religions and beliefs.</p> <p>Begin to discuss the importance of symbols, artefacts and practices.</p>	<p>Explore how individuals practise and express their religious or non-religious views and beliefs.</p> <p>Examine the importance of symbols, artefacts and practices.</p>	<p>Identify some similarities and differences between how people practise and express beliefs both within and between at least two different religions/worldviews.</p>	<p>Describe some of the different ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews.</p>	<p>Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p>	<p>Begin to analyse and evaluate the similarities and differences between how people practise and express beliefs locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p>
Human/Social Sciences: The ways in which beliefs shape individual identity and impact on communities and society and vice versa		<p>Recognise that beliefs can have an impact on a believer's daily life, their family or local community.</p>	<p>Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.</p>	<p>Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.</p>	<p>Describe ways in which beliefs can impact on and influence individual lives, communities and society.</p> <p>Show awareness of how individuals, communities and society can also shape beliefs.</p>	<p>Explain how beliefs impact on and influence individual lives, communities and society.</p> <p>Explain how individuals, communities and society can also shape beliefs.</p>	<p>Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society.</p> <p>Begin to analyse and evaluate how individuals, communities and society can also shape beliefs.</p>

Unit Planner

Phase	Subject Related Themes	Book Led Curriculum Coverage
Nursery	<p>Ourselves</p> <p>People and Places</p>	
Reception	<p>Autumn: Why is the word God so important to Christians? (Christianity)</p> <p>Spring: Why do Christians perform Nativity plays at Christmas? (Christianity)</p> <p>Summer: Why do Christians put a cross in an Easter Garden? (Christianity)</p>	
Year 1	<p>Autumn: What do my senses tell me about the world of religion and belief? (Christian, Hindu, Jewish)</p> <p>How does a celebration bring a community together? (Muslim, Christian)</p> <p>Spring: What do Jewish people remember on Shabbat? (Jewish)</p> <p>Summer: What does the cross mean to Christians? (Christian)</p> <p>How did the universe come to be? (Christian, Hindu)</p>	

<p>Year 2</p>	<p>Autumn:</p> <p>Why is light an important symbol for Christians, Jews and Hindus? (Christian, Jewish, Hindu)</p> <p>What does the Nativity story teach Christians about Jesus? (Christian)</p> <p>Spring:</p> <p>How do Christians belong to their faith family? (Christian)</p> <p>Summer:</p> <p>How do Jewish people celebrate Passover? (Jewish)</p> <p>Why do people have different views about the idea of God? (Multi, Humanist)</p>	 <p>The image shows four book covers. Top left: 'Coming to England' by Floella Benjamin and Diane Ewen, featuring a girl on a boat. Top right: 'My name is not Refugee' by Kate Milner, showing a woman holding a child. Bottom left: 'The Journey' by Francesca Sanna, with a colorful illustration of people and a boat. Bottom right: 'The Curriculum: Migration' by Phillie Nowlan, with a purple cover and a bus illustration.</p>
<p>Year 3</p>	<p>Autumn:</p> <p>How do people express commitment to a religion? (Jewish, Sikh, Christian)</p> <p>What is the Trinity? (Christian)</p> <p>Spring:</p> <p>What is philosophy? How do people make moral decisions? (Christian, Humanist)</p> <p>Summer:</p> <p>What do Muslims believe about God? (Muslim)</p> <p>What difference does being a Muslim make to daily life? (Muslim)</p>	 <p>The image shows two book covers. Left: 'Greta Thunberg' by Big Dreams, featuring a girl in a yellow raincoat holding a sign that says 'SKOLSTREJK FOR KLIMATET'. Right: 'The Big Book of Festivals' by Maarta Bullock and Joan Maarte Macgregor, with a colorful cover showing various festival scenes.</p>

<p>Year 4</p>	<p>Autumn: Where do religious beliefs come from? (Christian)</p> <p>What do we mean by truth? Is seeing believing? (Multi, Sikh)</p> <p>Spring: How do/have religious groups contribute to society and culture? (Hindu, Christian)</p> <p>Summer: Why is there so much diversity of belief within Christianity? (Christian)</p> <p>What does sacrifice mean? (Multi, Humanist)</p>	
<p>Year 5</p>	<p>Autumn: Is believing in God reasonable? (Multi, Humanist)</p> <p>How has belief impacted on music and art throughout history? (Christian, Muslim)</p> <p>Spring: Why should we be good? (Multi)</p> <p>Summer: What difference does the resurrection make to Christians? (Christian)</p> <p>How do Hindus make sense of the world? (Hindu)</p>	

Year 6

Autumn:

How and why does religion bring peace and conflict?
(Multi)

How do Buddhists explain the suffering in the world?
(Buddhist)

Spring:

What does it mean to be human? Is being happy the greatest purpose in life?
(Christian, Humanist)

Summer:

Creation or science: conflicting or complementary?
(Christian, Humanist)

How do beliefs shape identity for Muslims?
(Muslim)



Key:

Theology

Philosophy

Human/Social Sciences

Unit	Knowledge
<u>Reception</u> Why is the word God so important to Christians? (Christianity)	<ul style="list-style-type: none"> ● To know that God is the name Christians use for who they believe created the earth and universe. ● To understand that Christians believe God is the creator of all things whether good or bad, he is a life giver. ● To discuss how Christians believe we should look after our wonderful world as God created it
<u>Reception</u> Why do Christians perform Nativity plays at Christmas? (Christianity)	<ul style="list-style-type: none"> ● To discuss how and why Christians celebrate Christmas ● To identify and discuss why this is a significant event to Christians and what can be learnt from it. ● To understand that Christians believe Jesus came to show that all people are precious and special to God.
<u>Reception</u> Why do Christians put a cross in an Easter Garden? (Christianity)	<ul style="list-style-type: none"> ● To discuss the significant events of Jesus' last week on earth (Holy week) and explore its meaning ● To explore the events of Sequence the events of Holy week in chronological order ● To explain how Jesus' sacrifice guides Christians today
<u>Year 1</u> What do my senses tell me about the world of religion and belief? (Christian, Hindu, Jewish)	<ul style="list-style-type: none"> ● To explore and compare religious artefacts using senses ● To identify religious artefacts and discuss what they represent ● To explain how and why artefacts are used in worship
<u>Year 1</u> How does a celebration bring a community together? (Muslim, Christian)	<ul style="list-style-type: none"> ● To discuss and compare how Christians celebrate Christmas ● To explain how Muslims celebrate Eid ● To compare and contrast how different celebrations bring a community together
<u>Year 1</u> What do Jewish people remember on Shabbat? (Jewish)	<ul style="list-style-type: none"> ● To explore and retell the Jewish story of Creation ● To explain the rules and traditions of Shabbat ● To discuss the significance of Shabbat to Jewish people
<u>Year 1</u> What does the cross mean to Christians? (Christian)	<ul style="list-style-type: none"> ● To compare different Christian crosses and examine their meaning ● To investigate the importance of the Easter festival to Christians ● To reflect what Easter means to Christians
<u>Year 1</u>	<ul style="list-style-type: none"> ● To examine and discuss the Hindu story of Creation

<p>How did the universe come to be? (Christian, Hindu)</p>	<ul style="list-style-type: none"> ● To compare and contrast the Christian and Hindu Creation stories ● To know that beliefs about the origin of the universe influence how individuals treat the world around them.
<p><u>Year 2</u> Why is light an important symbol for Christians, Jews and Hindus? (Christianity, Jewish, Hindu)</p>	<ul style="list-style-type: none"> ● To examine what different sources of light mean to Christians ● To investigate Hindu beliefs about light ● To compare beliefs of different faiths regarding light
<p><u>Year 2</u> What does the Nativity story teach Christians about Jesus? (Christian)</p>	<ul style="list-style-type: none"> ● To compare Bible stories and identify similarities and differences ● To examine what makes Jesus special to Christians and how they show that ● To investigate Christian traditions and how they are linked to the story of the Nativity
<p><u>Year 2</u> How do Christians belong to their faith family? (Christian)</p>	<ul style="list-style-type: none"> ● To identify how Christian beliefs impact on their worship and sense of belonging. ● To identify some Christian symbols and artefacts. ● To identify different ways Christians show they belong to their faith family.
<p><u>Year 2</u> How do Jewish people celebrate Passover? (Jewish)</p>	<ul style="list-style-type: none"> ● To recognise that Passover (Pesach) is a Jewish festival. ● To identify ways in which Passover can have an impact on Jewish daily life and family. ● To identify evidence of religion and belief especially in the local area.
<p><u>Year 2</u> Why do people have different views about the idea of God? (Multi, Humanist)</p>	<ul style="list-style-type: none"> ● To examine a range of religious and non-religious beliefs about God. ● To understand why an individual might or might not believe in God. ● To make connections between people's beliefs of right and wrong and their belief about God.
<p><u>Year 3</u> How do people express commitment to a religion? (Jewish, Sikh, Christian)</p>	<ul style="list-style-type: none"> ● To identify a range of ways in which religious belief can impact daily life. ● To show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism. ● To identify some similarities and differences in how people practise and express beliefs about commitment.
<p><u>Year 3</u></p>	<ul style="list-style-type: none"> ● To identify different types/genres of writing within the Bible.

<p>What is the Trinity? (Christian)</p>	<ul style="list-style-type: none"> ● To discover how Christians might express their beliefs about the Trinity (e.g. in art or literature). ● To recognise ways in which belief in the Trinity might make a difference to the way a Christian thinks about their life and how they see the world
<p><u>Year 3</u> What is philosophy? How do people make moral decisions? (Christian, Humanist)</p>	<p>To examine and define the terms philosophy, knowledge and wisdom</p> <ul style="list-style-type: none"> ● To analyse the morality of a decision and how it impacts others ● To evaluate the impact of different beliefs on moral decision making
<p><u>Year 3</u> What do Muslims believe about God? (Muslim)</p>	<ul style="list-style-type: none"> ● To identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. Begin to understand this in the context of the three Abrahamic religions (Judaism, Christianity, Islam) ● To recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people. ● To investigate the history, content and importance of the Qur'an
<p><u>Year 3</u> What difference does being a Muslim make to daily life? (Muslim)</p>	<ul style="list-style-type: none"> ● To identify ways in which Muslim beliefs influence how they live their lives ● To identify how Muslims see the world as a result of their beliefs ● To identify how Muslims beliefs influence how they view and treat others
<p><u>Year 4</u> Where do religious beliefs come from? (Christian)</p>	<ul style="list-style-type: none"> ● To identify the Bible as a source of authority for Christians ● To identify how the crucifixion and resurrection of Jesus as a core event has shaped Christian belief ● To describe how individuals, communities, society and personal experiences can shape beliefs
<p><u>Year 4</u> What do we mean by truth? Is seeing believing? (Multi, Sikh)</p>	<ul style="list-style-type: none"> ● To describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism. ● To begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof. ● To give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts.
<p><u>Year 4</u> How do/have religious groups contribute to society and culture?</p>	<ul style="list-style-type: none"> ● To describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society. ● To explore ways in which dharma impacts on and influences Hindu life and society.

(Hindu, Christian)	<ul style="list-style-type: none"> ● To identify ways in which beliefs might make a Christian or Hindu think about how they live their life.
<u>Year 4</u> Why is there so much diversity of belief within Christianity? (Christian)	<ul style="list-style-type: none"> ● To examine and describe different Christian denominations ● To identify events in history which have influenced Christianity e.g. Martin Luther and the Reformation. ● To analyse a range of factors which have contributed to diversity within Christianity
<u>Year 4</u> What does sacrifice mean? (Multi, Humanist)	<ul style="list-style-type: none"> ● To explore the term sacrifice and attempt to define what it means ● To explore stories from different religions regarding sacrifice ● To explore modern examples of sacrifice and compare this to religious views of sacrifice
<u>Year 5</u> Is believing in God reasonable? (Multi, Humanist)	<ul style="list-style-type: none"> ● To understand arguments for and against the existence of God ● To define and summarise the beliefs and values of Theist, agnostic and atheist followers ● To understand what makes a position reasonable or unreasonable
<u>Year 5</u> How has belief impacted on music and art throughout history? (Christian, Muslim)	<ul style="list-style-type: none"> ● To identify the history and symbolism of Christian art ● To compare and contrast Islamic art forms ● To analyse the impact of different cultures on a significant architectural site
<u>Year 5</u> Why should we be good? (Multi)	<ul style="list-style-type: none"> ● To explore and interpret arguments made by great philosophers ● To compare Karmic and Christian beliefs and how they affect moral behaviour ● Examine Buddhist teachings about how to live a good life
<u>Year 5</u> What difference does the resurrection make to Christians? (Christian)	<ul style="list-style-type: none"> ● To describe the similarities and differences between the Gospel accounts of Jesus' death and resurrection. ● To describe the significance of resurrection and how it shapes how Christians see the world and others. ● To describe how the resurrection affects how Christians might live their lives.
<u>Year 5</u> How do Hindus make sense of the world? (Hindu)	<ul style="list-style-type: none"> ● To explore and describe the Hindu prayer ritual ● To describe ways in which beliefs shape the way Hindus view others and the world in which they live. ● To understand and describe the different Hindu gods and the role they each play in the lives of Hindus
<u>Year 6</u>	<ul style="list-style-type: none"> ● To explain what at least two religions believe about peace and conflict. ● To analyse the relationship between peace and pacifism

How and why does religion bring peace and conflict? (Multi)	<ul style="list-style-type: none"> To begin to analyse and evaluate the role of religion in peace and conflict in real life situations, i.e., Pakistan (Taliban) America (Civil Rights Movement).
<u>Year 6</u> How do Buddhists explain the suffering in the world? (Buddhist)	<ul style="list-style-type: none"> To examine and outline the principle beliefs of the Buddhist religion To explain and discuss how beliefs shape the way Buddhists view the world in which they live and how they view others. To begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
<u>Year 6</u> What does it mean to be human? Is being happy the greatest purpose in life? (Christian, Humanist)	<ul style="list-style-type: none"> To examine a philosophical ideology of happiness. To compare Humanist and Christian beliefs about the meaning and purpose of life To begin to analyse and evaluate different ways in which philosophers understand humanness incorporating what it means to live a 'good' life
<u>Year 6</u> Creation or science: conflicting or complementary? (Christian, Humanist)	<ul style="list-style-type: none"> Begin to analyse and evaluate different ideas of how the universe came to be, including The Big Bang and Biblical accounts of creation. Explain the connections and divergence between different theories, and how they may fit together or disagree entirely. Begin to analyse the reliability of the sources of the different ideas of how the universe came to be.
<u>Year 6</u> How do beliefs shape identity for Muslims? (Muslim)	<ul style="list-style-type: none"> To explain and examine distinctions between the three main Muslim traditions (Sunni, Shia and Sufi) To examine the reliability and authenticity of Islamic texts To analyse how theological connections can be made between Islamic belief, actions and sacred texts

Conceptual Links

Religion – Christianity, Buddhism, Judaism, Hinduism, Islam, Sikhism.

Symbols- Cross, Star of David, Star and crescent, Khanda.

Special people- Jesus, God, Moses, Adam, Eve, Mary, Zacchaeus, Allah, Mohammed, Brahman, Buddha, Guru Nanak, Rama, Sita.

Special objects - Bible, Torah, Qur'an, scrolls, prayer shawls, kippah, font, altar, Minaret, Mihrab, Minbar, dreidel, prayer mats, diva lamps, puja tray, 5k's.

Places of worship- Church, Mosque, Synagogue, temple, prayer, meditation.

Celebrations- Christmas, Easter, Lent, Diwali, Holi, Rosh Hashanah, Wesak, Chanukah.

Pilgrimages- Hajj, River Ganges, Mecca, five pillars.

Stories- Bible stories, ten commandments, Rama and Sita, Buddha' teachings (8 fold path).

Key Events and Celebrations

*Please note the specific dates of many religious events change each year

October - **Diwali (Hinduism)**

November - **Advent begins 4 Sundays before Christmas (Christianity)**

December - **Hanukkah (Judaism)**

December 25th - **Christmas Day (Christianity)**

March/April - **Ramadan (Islam)**

April - **Easter (Christianity)**

April - **Passover (Judaism)**