



Faldingworth and Normanby by Spital School Fair Acres Federation Religious Education Progression Document.



Intent

We believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them.

The aim of Religious Education in our school is;

- to help children to acquire and develop knowledge and understanding of all members that make up our rich and diverse community.
- to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- to develop the ability to make reasoned and informed judgements about religious and moral issues.
- To have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives.

Implementation

Religious education taught in our school according to the Lincolnshire Agreed Syllabus for Religious Education 2018-2023. From the syllabus it is required that;

In the Early Years Foundation Stage the learning outcomes allow the children to respond to key elements in religion and are taught across all areas of the Early Years Curriculum

Christianity is compulsory at each Key Stage. In addition:

*At Key Stage 1 pupils must study Islam

* At Key Stage 2 pupils must study Hinduism and Islam

It has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study:

- Christianity
- Islam
- Judaism
- Hinduism
- Buddhism

Through whole class teaching, children will learn through four Key areas of enquiry

1. God: What do people believe about God?
2. Being human: How does faith and belief affect the way people live their lives?
3. Community, worship and celebration: How do people express their religion and beliefs?
4. Life journey: rites of passage: How do people mark important events in life?

There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences, wherever possible, for both staff and children.

We are extremely lucky that members of a local church regularly visit our school to carry out assemblies. We recognise that Religious Education teaching is not the same as collective worship, which has its own place in the educational life of the school – together with RE it can contribute to an informed, reflective, compassionate and caring school and community.

Religious Education is generally taught on a weekly basis, but is sometimes delivered through a class topic or as a whole-school RE day.

Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions

Impact

The children at Normanby by Spital Primary School enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world. Through R.E. our children are developing an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community.

R.E. offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way, to demonstrate respectful behaviour to all and to transfer these ideals to their daily lives.

Pupils should develop key skills in RE in order to enhance learning and this should be evident across key stages:

- **Investigation and enquiry:** asking relevant questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.
- **Critical thinking and reflection:** analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences
- **Empathy:** considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.
- **Interpretation:** interpreting religious language and the meaning of sacred texts, drawing meaning from, for example, artefacts and symbols.
- **Analysis:** distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
- **Evaluation:** enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

The quality of children's learning is evident in their classwork. Children also carry out 'Proof of Progress' (POP) Tasks on a regular basis, which is a cold assessment of the children. Evidence such as this is used to feed into teachers' future planning enabling teachers to revisit misconceptions and address knowledge gaps.

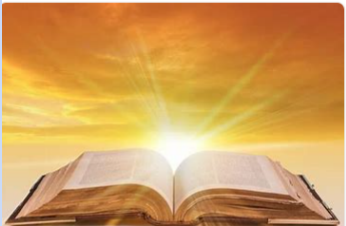
Progression of Key Skills

Year Group	Investigation and enquiry	Critical thinking and reflection	Empathy	Interpretation	Analysis	Evaluation
REC	Show interest in the world around them. Ask questions about the world around them.	Identify things they find interesting or puzzling, Identify what is of value and concern to themselves.	Talk about people who are special to them. Say what makes their family and friends special to them. Identify the qualities of a good friend.	Talk about past and present events in their own lives and in the lives of family members. Talk about some religious stories. Recognise some religious words.	Listen to religious, spiritual and moral stories, poems and prayers.	Know that other children don't always enjoy the same things and be sensitive to this.
YR 1	Identify what they find interesting and puzzling in life. Recognise symbols and other forms of religious expression.	Identify things they find interesting or puzzling, in religious materials. Identify what is of value and concern to themselves, in religious material studied.	Identify what is of value and concern to themselves, in religious material studied.	Recount outlines of some religious stories. Recognise features of religious life and practice. Recognise some religious symbols and words.	Recall features of religious, spiritual and moral stories and other forms of religious expression. Recognise and name features of religions and beliefs.	Talk about likes and dislikes in a religious story. Know there are special people and special times. Recognise times when understanding and forgiveness are needed.

YR 2	Recognise that some questions about life are difficult to answer Ask questions about their own and others' feelings and experiences. Identify possible meanings for symbols and other forms of religious expression.	Realise that some questions that cause people to wonder are difficult to answer. Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.	Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.	Retell religious stories and identify some religious beliefs and teachings. Identify some religious practices, and know that some are characteristics of more than one religion. Suggest meanings in religious symbols, language and stories.	Retell religious, spiritual and moral stories. Identify how religion and belief is expressed in different ways . Identify similarities and differences in features of religions and beliefs.	Realise that some ideas are hard to explain. Realise that some actions are right and others are wrong. Reflect on important issues and talk about feelings. Talk about the meaning of a range of religious stories.
YR 3	Investigate and connect features of religions and beliefs. Ask significant questions about religions and beliefs. Describe and suggest meanings for symbols and other forms of religious expression.	Compare their own and other people's ideas about questions that are difficult to answer. Make links between values and commitments, including religious ones, and their own attitudes or behaviour.	Make links between values and commitments, including religious ones, and their own attitudes or behaviour.	Describe some religious beliefs and teachings of religions studied, and their importance. Describe how some features of religions studied are used in festivals and practices. Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.	Make links between beliefs, stories and practices. Identify the impacts of beliefs and practices on people's lives. Identify similarities and differences between religions and beliefs.	Recognise and describe accurately some things to do with religion. Describe some symbols used in festivals and explain their meaning. Understand the importance of reflection. Begin to see some similarities in different religions and link together aspects of religious life and practice

YR 4	Gather, select, and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs. Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.	Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied. Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.	Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.	Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions. Show understanding of the ways of belonging to religions and what these involve. Show how religious beliefs, ideas and feelings can be expressed in a variety of forms. Give meanings for some symbols, stories and language.	Comment on connections between questions, beliefs, values and practices. Describe the impact of beliefs and practices on individuals, groups and communities. Describe similarities and differences within and between religions and beliefs.	Begin to explain simply some of the links between different features of a religion. Make connections between religions. Show ways in which people reflect at different times. Realise that some parts of a religion may impact on own life.
YR 5	Suggest lines of enquiry to address questions raised by the study of religions and beliefs. Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. Recognise and explain diversity within religious expression, using appropriate concepts.	Make informed responses to questions of meaning and purpose in the light of their learning. Make informed responses to people's values and commitments (including religious ones) in the light of their learning.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning.	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities. Explain how some forms of religious expression are used differently by individuals and communities. Make informed responses to questions of identity and experience in the light of their learning.	Explain connections between questions, beliefs, values and practices in different belief systems. Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. Explain how and why differences in belief are expressed	Describe ways in which people show religion is important to them. Recognise that some features are different to the same religion. Make comparisons between different styles of worship and explain different viewpoints.

Progression of Knowledge

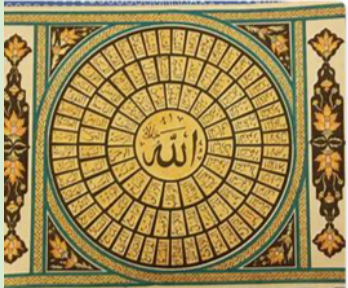
Autumn Christianity	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1 All year groups I know about/I know how	<u>Myself</u> Recognise and explore feelings Examples of people who belong to religious communities – ways in which religion is an ordinary part of their lives (e.g. Christians visiting church to worship, Muslims participating in big community festival celebrations, Sikhs helping out in the langar [canteen] in the gurdwara, etc.) Use visits and visitors where possible Use stories/picture books to explore some ways in which religion is important to some people	<u>God</u> What do Christians learn/understand about God through Old Testament Bible stories? God's encounters with people in the Old Testament e.g. Moses, Abraham, Noah God as a guide God as faithful God as protector God has a plan What do stories in the New Testament tell Christians about Jesus? His life and teachings (parables) Miracles His followers 	<u>Being Human</u> What does the Bible say about how Christians should treat others/live their lives? - Parables (e.g. the Good Samaritan), Creation Story (people should look after what God has made). - Adam and Eve – making choices - Humans are created equal and special - Jesus' teaching – treat each other as special and equal, e.g. the Greatest Commandment (Mark 12:30-31), the Golden Rule (Matthew 7:12) How can Christian faith and beliefs be seen in the actions of inspirational Christians? Examples from the Bible, e.g. Daniel, Noah, David, Esther, Jonah, Mary, the disciples	<u>God</u> How do symbols in the Bible help a Christian to relate to God? - The Trinity: Father (Creator), Son (God Incarnate) and Holy Spirit (Sustainer) What do the symbols in the story of the baptism of Jesus reveal about the nature of God? - Symbolism of the dove – Holy Spirit - Symbolism of water – cleansing, purity What visual symbols and symbolic acts can be seen in a Christian church? - Holy Communion (symbolism in the Last Supper) - patterns of prayer, giving and acts of service - Artefacts and visual symbols, stained glass windows, altar 	<u>Community</u> In what way does the Bible teach Christians to treat others? - Ten commandments (Exodus 20:1-17, Deuteronomy 5:6-21) - The Beatitudes (Matthew 5:1-12) - The Sermon on the Mount (Matthew 5-7) - The Greatest Commandment (Mark 12:30-31) How is this expressed in practice? - Personal and corporate action – agencies, charities, e.g. Christian Aid, Tear Fund, CAFOD – link to Jesus' teachings - Impact of the faith and actions of inspirational people, e.g. Jackie Pullinger, Archbishop Justin Welby, Mother Theresa, Gladys Aylward, Christians Against Poverty, Street Pastors 	<u>Being human</u> How is Christian belief expressed collectively? - Worship in different Christian denominations, e.g. Quaker, Methodist, Evangelical, Pentecostal and globally, e.g. use of silence, music, actions, cultural traditions - Buildings, artefacts, symbols and their links to worship, rituals and ceremonies - Koinonia – one body of faith, the idea of fellowship How does worship and celebration build a sense of community? - The role of communal celebration during worship and festivals, e.g. Holy Communion, Pentecost – what happens and why - Importance of worshipping together – singing, praying, sharing key life events such as birth and marriage 	<u>Life journey</u> How do Christians show they belong? - Outward signs of belonging - baptism, confirmation, dedication, believers' baptism, marriage promises and vows made during these events - Symbols or actions that are an expression of belonging to the Christian faith, e.g. cross, ichthus (fish) 
Term 2 All year groups I know about/I know how	<u>Special people to me</u> - Introduce some special people in religion, e.g. Jesus, Prophet Muhammad, Moses, Guru Nanak, etc. - Introduce the idea that some people in religious communities have special jobs, e.g. vicar, imam, rabbi, etc. - Think about different jobs these people have, e.g. teacher, leader, someone to look after the community, etc.	<u>Community</u> What do Christians do to express their beliefs? - Through developing a sense of community with other Christians, e.g. by attending church, taking part in prayer events - Through worship - different types of churches, styles of worship - Through personal devotion – commitment to God shown through prayer, actions, e.g. baptism, confirmation - Through everyday actions and behaviour towards other people Which celebrations are important to Christians? - Key Festivals such as Christmas and Easter – what happens and why	<u>Life Journey</u> What do Christians do to celebrate birth? - Birth (christening, dedication), meaning of actions and symbols What does it mean and why does it matter to belong? - What belonging means to individual Christians in the locality - The church's role in bringing people together, e.g. during key festivals such as Christmas and Easter 				
Vocabulary	Me, myself, my family, my home, personality, values Special, unique, people who help us, firefighter, policeman, policewoman, nurse, doctor, paramedic, relations, parents,	God, Jesus, Christianity, Christian, Bible parable, miracle, Bible, gospel, books, Old Testament, New Testament, scripture, prophets, festivals, Christmas, Easter, Good Friday, Palm Sunday	Believe, Belief, qualities, God, Jesus, Christianity, Christian, Bible parable, miracle, Bible, equal, equality, commandment, disciples, faith	Prayer, worship, Trinity, Father, Son, Holy Spirit, symbolism, dove, water, Holy Communion, artefacts, stained glass, altar, communion table, pulpit, cross, Psalms, liturgy, worship	Ten Commandments, Old Testament, New Testament, agencies, charities, inspirational people	Worship, Christian denominations, Quaker, Methodist, Evangelical, Pentecostal, symbols, rituals, ceremonies, Koinonia, Holy communion, Pentecost	Belonging, baptism, confirmation, dedication, marriage, promises, vows, symbols, cross, ichthus

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Spring Islam/ Hinduism,	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 3 All year groups I know about/I know how	<u>Our special books</u> Know that books are important sources of information and should be handled with care and respect - Engage with some stories from religion, e.g. Jesus' birth, the parables (e.g. the Good Samaritan and the Lost Sheep), the story of the Prophet Muhammad and the spider, the story of Jonah and the whale, etc. - Think about how religious people treat their books to show that they respect them	<u>God - Islam</u> How is Allah described in the Qur'an? Tawhid (Oneness of Allah), Creator, provider of all good things 99 names of Allah What do Muslims learn about Allah and their faith through the Qur'an? The Qur'an and why it is special - the revealed book for Muslims Stories which help Muslims understand the power of Allah, e.g. the Night of Power, creation story 	<u>Being Human - Islam</u> What does the Qur'an say about how Muslims should treat others and live their lives? Imam (Faith), Sha'adah (statement of faith) Akhlaq (character, moral conduct) Serving others, supporting the poor, e.g. Zakah, almsgiving How can the Muslim faith and beliefs be seen in the actions of inspirational Muslims? Stories about Muhammed and other Prophets, e.g. Ibrahim Examples of stories and teaching, e.g. Abdullah, the Servant of God 	<u>God - Islam</u> What do the main concepts in Islam reveal about the nature of Allah? Tawhid (Oneness of Allah), Iman (faith), Ibadah (worship/belief in action, includes Five Pillars), akhlaq (behaviour, morality) Shahadah – statement of faith Allah's attributes in the Qur'an, signs of Allah's creation through nature, human beings as the best of Allah's creation, Allah's guidance through messengers and books What is the purpose of visual symbols in a mosque? Masjid, 'place of prostration' Symbolism in Islamic art as expression of faith, Islamic calligraphy Features of a mosque, e.g. dome, minaret, mimbar, prayer mats, qiblah, mihrab	<u>Community - Islam</u> What does the Qur'an teach Muslims about how they should treat others? • Five Pillars of Islam - keeps things as Allah intended them to be; binds the global Muslim community together • Following the straight path • Family life, roles and responsibilities • Features of living in a Muslim family, e.g. prayer life, facilities for wudu, salah and dietary arrangements How do Muslim teachings guide the way Muslims act in the world? • Hadith – how to treat people; living Islamically • Personal and corporate action • Agencies, charities, e.g. Islamic Aid How are Muslim beliefs expressed in practice? Through inspirational contemporary people, e.g. Amir Khan, Salma Yaqoob, Yusaf Islam, Nadiya Hussain, Zayn Malik, Mo Farah	<u>Being Human - Islam</u> How is Muslim worship expressed collectively? Role of the mosque and community - social, religious, educational, welfare centre Ummah - the global community of Muslims Sawm (Ramadan) - significance of fasting; reasons/benefits Hajj/Ummah - significance of this journey Wudu (ablution) Prayer/Salat in the mosque – symbolic actions and meaning, prayer beads (subha), Friday prayers (Jumu'ah) How does Muslim worship and celebration build a sense of community? Eid – how families and communities prepare for and celebrate the festivals 	<u>Life Journey - Islam</u> How do Muslims show they belong? Birth – choice of names, the qualities or people associated with certain names Role of madrasahs, e.g. training to become Hafez 
Term 4 All year groups I know about/I know how	<u>Our special things</u> Understand why some things are special/precious - Use the senses to explore a range of artefacts from different religions; - Think about what they might be used for and how they might help people understand God/the world/each other a bit better	<u>Community - Islam</u> What do Muslims do to express their beliefs? Ibadah (worship and belief in action) - use of significant objects, e.g. prayer beads, prayer mats, compass Worship in the home Respect for teachers and elders Which celebrations are important to Muslims? Festivals: the importance	<u>Life Journey - Islam</u> What do Muslims do to celebrate birth? Birth of a baby as a blessing - aqiqah ceremony, why belonging is special Call to prayer (Adhaan) into baby's ear and taste of something sweet Shaving of head, weighing of hair	<u>God - Hinduism</u> How are deities and key figures described in Hindu sacred texts and stories? Key scriptures - Vedas, Bhagavad Gita, Ramayana, Mahabharata Key themes in the Mahabharata – doing the right thing, making ethical choices Creation stories and stories about deities and key figures Concept of Trimurti –	<u>Community - Hinduism</u> How do Hindus reflect their faith in the way they live? Devotion to Brahman; respect for mother and mother earth; respect for father, ancestors and family; respect and care for all living things; truthfulness and honesty Rituals in the home, e.g. puja, aarti, devotion shown to personal deities Dharma (moral values) –	<u>Being Human - Hinduism</u> How is Hindu worship expressed personally and collectively? Individual rather than collective, e.g. home shrines, personal gods/goddesses In the mandir – puja, bhajan, aarti ceremony, prahshad, murtis Artefacts used in worship, e.g. bell, puja tray Importance of the family and puja in the home Home shrines, rituals,	<u>Life Journey - Hinduism</u> How do Hindus show they belong? Samskaras (passage of life) Birth - namkarna (naming ceremony), jatakarma (welcoming the baby into the family) Ear piercing (karnavedha) and first haircut (mundan) Upananyana or sacred thread ceremony

		of Eid ul-Fitr (end of Ramadan) and Eid ul-Adha (Ibrahim's test of faith) 		Brahma, Vishnu, Shiva. Other deities, e.g. Ganesh, Lakshmi, Pavati What is the purpose of visual symbols in the mandir? Key symbols: Om/Aum, swastika, lingam, Nandi, Ganesh, lotus flower, murtis Puja tray: symbolic items include water, a bell, food and incense What might Hindus understand about the Divine through these stories? Sanatana Dharma (Eternal Way) – to find one's path to Brahman, being a right human being One God (Brahman), Ultimate Reality, symbolised in diverse forms/formless, male and female, with different images and names, e.g. Rama and Sita, Krishna, Shiva, Ganeshha	including duty towards self, deities, fellow human beings, other living beings, society Satsang – togetherness and strength of family/community How might a Hindu seek to achieve moksha? Do their duty, respect all, aim for liberation Through yoga, meditation and renunciation Live without committing harm What is karma and how does it drive the cycle of samsara? Karma – 'action', every action has an equal reaction either immediately or in the future Samsara – process of reincarnation Moksha – freedom from samsara	family worship How does Hindu worship and celebration build a sense of community? Festivals, e.g. Diwali, Holi – stories, practices, food, worship, diversity, shared experiences Raksha Bandan (Rakhi ceremony) Pilgrimage, sacred places, e.g. River Ganges, Varanasi, Ayodhya and associated stories 	
Vocabulary		Islam, Allah, Tawhid, creator, Qur'an, Ibadah, prayer beads, prayer mat, compass, Ramadan, Eid-ul-Fitr, Eid-ul-Adha	Imam, Sha'adah, Akhlaq, Zakah, Muhammed, prophets, Ibrahim, Abdullah, aqiqah, Adhaan	Islam - Allah, Tawhid, Ibadah, akhlaq, Shahadah, Qur'an, MASjid, Islamic calligraphy, mosque, dome, minaret, mimbar, qiblah, mihrab Hinduism - Vedas, Bhagavad Gita, Ramayana, Mahabharata, Trimurti, Brahma, Vishnu, Shiva, Om/Aum, swastika, lingam, Nandi, Ganesh, lotus flower, murtis, puja tray	Islam - Mosque, community, social, welfare, Ummah, Sawm, Ramadan, Hajj, Umrah, Wudu, Salat, subha, Jumu'ah, Eid Hinduism - gods/goddesses, shrine, mandie, puja, bhajan, aarti, prashad, murtis, puja tray, rituals, Biwali, Holi, Raksha Bandhan, river Ganges, Varanasi, Ayodhya	Islam - Five pillars, Allah, global community, responsibilities, dietary arrangements, Hadith, Islamic Aid, inspirational Hinduism - Brahman, mother earth, ancestors, truthfulness and honesty, puja, aarti, Dharma, Satsang, moksha, yoga, meditation, reincarnation, Karma, Samsara	Islam - Choice of names, madrasahs, Hafez Hinduism - Samskaras, namkarna, jatakarma, karnavedha, mundan, upanayana

Summer Additional units	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 5	<u>Our special places</u>	<u>Places of worship</u>	<u>Thankfulness</u>	<u>Expressing belief through the arts</u>	<u>Pilgrimage</u>	<u>Forgiveness</u>	<u>Big questions</u>
All year groups	Identify places which are special to them and	At least two religions; at least one must be a religion/belief system	At least two religions; at least one must be a religion/belief system	At least two religions; at least one must be a	At least two religions; at least one must be a religion/belief system	At least two religions; at least one must be a religion/belief system	At least two religions; at least one must be a religion/belief system

I know about/I know how	to others - talk about somewhere that is special to themselves saying why; - be aware that some religious people have places which have special meaning for them; - get to know and use appropriate words to talk about their thoughts and feelings when visiting a church; - express a personal response to the natural world	<i>other than Christianity and Islam.</i> Symbols, architecture, worship, diversity, practices, connections with key beliefs, etc. Schools should utilise local places where possible. 	<i>other than Christianity and Islam.</i> Religious/non-religious beliefs about thankfulness and gratitude; examples of religious festivals/practices that focus on saying thank you, e.g. Eid, Sukkot, Harvest, Holi 	<i>religion/belief system other than Christianity, Hinduism and Islam.</i> Exploring diverse ways in which religious and non-religious people express their beliefs through the arts; could include local case studies. 	<i>other than Christianity, Hinduism and Islam.</i> Enquiry into journeys carried out by religious people – motivations for the journey, key destinations, practices associated with the journey, key beliefs expressed by the journey, etc.; opportunity to include local places of pilgrimage. 	<i>other than Christianity, Hinduism and Islam.</i> Religious/non-religious beliefs about forgiveness; examples of religious festivals/practices/stories that focus on saying sorry and asking for forgiveness, e.g. Yom Kippur, Diwali, Easter. 	<i>other than Christianity, Hinduism and Islam.</i> Enquiry into the 'big questions' asked by religions/belief systems, e.g. 'Who am I?', 'what is a good life?', 'does God exist?', 'is there life after death?', etc. 
Term 6 All year groups I know about/I know how	Our beautiful world Explore and respond to the natural world and recognise there are some questions that are difficult to answer - Explore different stories of creation (including the Jewish story), e.g. Christianity, Hinduism - Explore beliefs about the natural world and how human beings should relate to it (e.g. stewardship in Christianity and Judaism, every living thing being part of Brahman, the ultimate reality in Hinduism, etc.)						
Vocabulary	special place church Christian reflect	Church, gurdwara, mosque, synagogue, temple, peace pagoda, dome, qibla, minaret, reflection	Eid, Sukkot, Harvest, Holi, thankful, gratitude	Diverse, belief, art, statue, stained glass, sculpture, painting, music, song, hymn	Journey, motivation, destination, practices, beliefs	Forgive, festivals, stories, practices, Yom Kippur, Diwali, Harvest, Easter	Enquiry, discuss, opinion