**‘The essence of all religions is one. Only their approaches are different.’ Mahatma Gandhi**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Curriculum Intent** | | | | | | | | |
| The RE Curriculum at FHC is designed to ensure that children are exposed to beliefs and ideas from cultures other than their own. Our Religious Education curriculum is inclusive, designed to give children opportunity to discuss and ask questions, listening to the opinions of others. The RE curriculum is also designed to expose children to role models from other faiths and backgrounds, from whom the children can learn and reflect on their own beliefs. We teach RE predominantly through Crew sessions, a format where all children can contribute in a familiar and safe environment. Other sessions are taught explicitly. At FHC we believe that religion can teach us not only about the beliefs of others, but can also unite us in shared goals, feelings and messages. | | | | | | | | |
| **Purpose of Study** | | | | | | | | |
| **Understanding the world we live in**  What in the World - The New York Times | | The children are FHC have limited exposure to the wider World, often being only familiar with their immediate local area. We therefore want our children to be global citizens, to be enquiring about new races, cultures and faiths and to be able to articulate their own identity with confidence and skill. We want our RE curriculum to prepare children for later life, where they can make positive life choices and understand their own identity with confidence. | | | | | | |
| **Linked to my life**  15,991,650 One Person Stock Photos, Pictures & Royalty-Free Images - iStock | | RE sessions are the perfect vehicle for children to articulate their views to others and to listen to the views of others. Children will learn to agree or disagree respectfully. They will develop an aptitude for dialogue so they can participate positively in a society with diverse religions and world views. | | | | | | |
| **Practical Skills**  What skills there are | My World of Work | | Children will have opportunities in RE lessons to engage with primary and secondary sources. They will handle artefacts and be able to visit religious buildings. The RE curriculum allows all children to engage and be involved, regardless of their prior knowledge or understanding. We want all our children to recognise their journey in Religious Education, the steps they are taking, the progress they are making and that this should and will be celebrated. | | | | | | |
| **Knowledge**  2,899,663 Knowledge Stock Photos, Pictures & Royalty-Free Images - iStock | | Our RE curriculum progression documents clearly set out the progression of skills from EYFS to year 6 and the content to be taught in each year group. Our curriculum covers a range of world religions, faiths and beliefs. The content and skills taught will enable children to develop their own ideas, values and identities. | | | | | | |
| **Assessment and recording for long term knowledge retention:**  Work from RE lessons can be recorded in class Crew floor books or in individual Humanities books. Our RE progression of skills and content maps allow teachers to plan from accurate starting points. At the end of a unit of learning, teachers will allow children to complete an ‘Exit Task’ where they will record 5 things they have learned. | | | | | | | | |
| **Summary of Progression-** | | | | | | | | |
| FS1 | FS2 | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Christianity** | | | | | | | | |
|  |  | |  | Explore how people might feel called to do something.  Explore why Jesus asked to be baptised.  Recognise that Jesus chose special friends, (disciples) to be his helpers  Explore the idea that all these people left their families and jobs to follow Jesus;  Express ideas about items the friends might have taken with them on their travels with Jesus.  To hear, read and explore stories about how Jesus healed and cared for people.  Find out about and respond to how Jesus expects people to forgive others and to be generous.  Find out about how Jesus told people to love God and to love one another.  To explore and express ideas about how Christians believe when Jesus died and rose again, it means forgiveness of sins. | Understand why the Bible is such an important book for Christians  Develop an awareness that Jesus is a particularly special person for Christians and that he told stories to spread the word of God.  Think of some questions to ask a Christian.  Develop an awareness of Christian rules and what Christianity has to say about ‘right’ and ‘wrong’, values and commitment.  Learn that Jesus taught his message by using parables.  Revisit the idea that Jesus taught to love God and love your neighbour.  Reflect on what we can learn from a parable of Jesus.  Explore Jesus’ teaching through using parables.  Learn that:  Jesus taught an obligation to care for and help others. People will be judged according to how they are for others.  Reflect on what we can learn from a parable of Jesus.  Consider the meaning of friendship and of being a true friend.  Think about situations when we have to change or do something really difficult to be a better person.  Appreciate that Jesus demonstrated love to, and sympathy with, the sick.  Understand the Christians believe that Jesus cared for and healed people.  Consider the qualities of kindness and caring.  Learn that elements from within religion could be applied to situations they experience in their own lives. |  | Understand what a covenant is  Understand why Abraham is important to Christians  Understand why Abraham is important to Christians, Jews and Muslims  Understand that Christians and Jews believe Moses had a covenant with God  Understand the importance of the Ten Commandments  Understand that Christians believe God had a special plan for King David’s family  Know that Jesus was Jewish  Know that Christians believe Jesus was the Messiah  Understand how Jesus is viewed as fully human and fully divine  Understand what beliefs Christians have from stories about Jesus’ birth  Understand the meaning behind some of the titles Jesus gave to himself | Know what the Gospel accounts say about Jesus’ death and resurrection.  Understand what the gospel texts about Palm Sunday might mean to Christians.  Know the events of the Last Supper.  Understand the differences in gospel accounts of the Last Supper.  Know the events of Good Friday.  Understand the significance of the crucifixion for Christians.  Know that works of fiction can have parallels with the Easter story.  Understand the term ‘sacrifice’.  Understand the meaning of ‘the resurrection’.  Understand the meaning of ‘victory’ from a Christian perspective.  Understand the links between beliefs and scripture sources.  Understand the meaning of ‘Kingship’.  Make links between the Gospel texts and how Christians mark the Easter events in their church communities.  Describe how Christians show their beliefs about the Holy Week in worship. |
| **Islam** | | | | | | | | |
|  |  | |  |  |  | Understand some important features of Islam  Understand some important features of Islam  Find out about the origins of Islam  Investigate the importance of the Prophet Muhammad (pbuh).  Understand some of the main features of the 5 pillars  Understand what monotheism is  Investigate the Shahadah and find out why it is a central part of being a Muslim.  Understand that the second pillar of Islam is Salaah  Understand that the third pillar of Islam is Sawm  Consider the spiritual benefits of fasting both for religious and non-religious individuals.  Understand that the fourth pillar of Islam is Zakaah  Understand that the fifth pillar of Islam is to perform Hajj |  |  |
| **Sikhism** | | | | | | | | |
|  |  | |  |  |  | Understand the term guru as a spiritual teacher who helps a disciple move from spiritual ignorance to spiritual wisdom.  Find out about the early life of Guru Nanak  Understand the significance of Nanak’s enlightenment  Explore important stories and apply them to modern life  Reflect on Sikh teaching about God from the guru Granth Sahib  Understand that music is an important part of Sikh worship  Reflect on Sikh teaching about God  Explore the meaning of some Sikh poems and stories  Understand that Guru ‘lineage’ is important  Understand the significance of the Golden Temple as the resting place of the Guru Granth Sahib. |  | Explore values and understand that people have different ideas about what is important.  Understand how Sikhs demonstrate values through daily religious observance.  Reflect on and consider own values.  Understand Sikh belief about symbols of identity and what they represent.  Investigate how Sikh teachings and stories influence Sikh practice.  Understand the concept of ‘commitment’  Investigate Sikh beliefs about commitment and initiation.  Investigate Sikh teachings about service to others  Reflect on their own experience and ideas  Reflect on Sikh practices and lifestyle choices.  Demonstrate understanding of values, including Sikh values |
| **Judaism** | | | | | | | | |
|  |  | |  |  | Understand what a promise is and how to keep a promise.  Understand that a covenant is a special promise between God and people.  Understand that God made a covenant with Noah.  Recognise Abraham as an important figure in Judaism.  Retell stories about Abraham.  Understand the meaning and significance of Moses as a key figure in Judaism past and present.  Explore and discuss stories of God’s faithfulness to his people, as revealed in the story of the Exodus  Explore and discuss the story of the exodus from Egypt  Explore and show understanding of ways in which Jewish people recall the faithfulness of God through celebration of Pesach today  Learn about the idea of rest on Shabbat; Shabbat as a day of delight  Understand how Shabbat shows the importance of the creation story in the life of Jewish people  Understand how stories from the Jewish Bible matter to Jewish people.  The synagogue as an important place of worship and community in Judaism  The place of the rabbi in guiding and supporting the Jewish community  Learn about the Torah and how it is looked after in the synagogue  Suggest reasons why the Torah is a sacred text to most Jewish people  Make a connection between a special book to themselves and what is special to Jewish people  Recognise the difference between what is special and what is holy |  |  | Describe what they know about Judaism so far.  Explain why Shabbat is important for Jews.  Consider how and why David is viewed as a key figure in Jewish History  Consider how Jews use the Psalms today  Investigate what a prophet is and how people follow their messages.  Discuss how prophets struggled to be heard by people.  Understand the story of Esther.  Explain how Purim is celebrated.  Suggest ways that people can respond to persecution  Describe the ten commandments and how these are followed today.  Understand the Shema as the first commandment of Judaism and how this is used in daily life.  Describe some of the mitzvah including observance of kosher.  Understand how Jews celebrate New Year festivals.  Explain the symbolism used in festivals. |
| **Multi-faith** | | | | | | | | |
|  | Use their senses to investigate the natural world around them.  Appreciate the wonder of creation.  Use natural materials and IT skills to create artwork.  Understand that Christian and Jewish people believe that G-d created the world.  Christians believe they should be thankful for creation and the world around them.  Understand that Christians believe we should look after the world God made.  Begin to understand the Shabbat is a day of rest with no work.  Begin to compare the Christian creation story with the Jewish creation story.  Understand the common tradition of the creation story in Islam, Christianity and Judaism.  Begin to note some differences in the Islamic creation tradition.  Explore the role of the Khalifa.  Understand the key beliefs in the Hindu creation story.  Begin to identify the Trimurti in relation to the Hindu story of creation.  Continue to develop a sense of awe and wonder at the natural world. | | Find out about some special books.  Find out about how holy books are treated.  Find out about the Bible and how it is treated.  Find out about the Qur’an and how it is treated.  Explore stories with a meaning.  Ask questions about stories and their meaning for Christians.  Ask questions about stories and their meaning for Muslims.  Understand that moral ideas can come from stories  Understand that Christians and Muslims make a difference in their lives by following examples from stories  Think about who brings us messages.  Listen to the stories of Jonah and Daniel from the Old Testament.  Begin to think about what the job of a prophet was, and understand that prophets were called by God.  To know that good things happen when we listen to God.  Learn what it means to trust someone.  Listen to the story of Abraham and Isaac from the Old Testament.  Learn what it means to make choices.  Listen to the story of Isaac and Jacob from the Old Testament.  To learn what it means to forgive someone.  To listen to the story of Joseph from the Old Testament.  Discuss what a promise is.  Understand what covenants are.  Learn the sequence of events of Jesus’ birth.  Learn that Christians believe that God gave Jesus, like a present, to the world.  Learn that many prophets had prophesied about the coming of a saviour. The Messiah.  Learn that Christians believe that Jesus is the Son of God and came to show God’s love for all people. | Consider how we welcome someone new.  Consider how a new baby is welcomed into the world and why this is.  Think about the importance and meaning of names.  Begin to understand how many Christians welcome a new baby  Begin to understand how many Muslims welcome a new baby  Investigate other naming and welcoming rituals  Think about promises they have made and how these are important  Consider the meaning behind prayer and the reasons for doing it.  Consider actions, thoughts and feelings of Christians during prayer.  Consider what symbols can help Christians to focus on prayer.  Are some prayers special for Christians?  What is the Lord’s Prayer?  Consider actions, thoughts and feelings of Muslims during prayer.  Consider what symbols of faith can help them to focus on prayer.  Consider what  symbols of Muslim faith can help them to focus on prayer.  Name and recall some of the main festivals and seasons.  Describe special prayers/ worship associated with festivals and seasons.  Name some of the symbols and practices linked to festivals and seasons.  Describe what places are special for prayer  Be able to describe everyday objects that help children to be quiet  Be able to write their own prayers/ reflections | Investigate Jewish beliefs about creation.  Consider what the Jewish creation story tells us about the world.  Explore ideas about looking after the world.  Investigate Islamic beliefs about creation.  Consider what the different stories mean and reflect on  the similarities and differences in the stories.  Recognise responsibilities for looking after the world.  Consider what the different stories mean.  Suggest ideas for why there are similarities and differences in the stories.  Suggest ideas for looking after the world.  Investigate the purpose and practice surrounding the ‘rest day’ in faiths today.  Investigate Jewish observance of Shabbat and its links to their Creation story.  Understand that creation stories are still important to people of faith.  Understand that stories have different interpretations and meanings to different people.  Understand that stories about creation have been passed down over many years.  Reflect on their own ideas about creation and the world around.  Investigate the position of a leader.  Find out about some leaders and understand the qualities a leader may possess.  Compare their own experiences of role models and influences, with those of others.  Understand that Christians consider Jesus to be their leader.  Investigate stories about Jesus and explore Christian beliefs about him.  Understand why Jesus is a role model and an inspiration for Christians.  Compare their own experiences of role models and influences, with those of other religions.  Understand that Muslims consider the Prophet Muhammad to be their leader.  Investigate stories about the Prophet Muhammad and explore Muslim beliefs about him.  Understand why the Prophet Muhammad is a role model and an inspiration for Muslims.  Compare their own experiences of role models and influences, with those of other religions  Understand that Jews consider Moses to be their leader.  Investigate stories about Moses and explore Jewish beliefs about him.  Understand why Moses is a role model and an inspiration for Jews.  Compare their own experiences of role models and influences, with those of other religions.  Find out about some modern-day leaders.  Understand why some modern-day leaders are seen as role models and an inspiration for different groups of people.  Understand the qualities a leader may possess.  Identify their own values and commitments and recognise how these affect their own behaviour.  Make links between their own values and commitments and their behaviour in daily life. | Identify groups that they belong to and the symbols and actions associated with them.  Explore what being part of a community means, including welcoming someone new.  Find out which religions are represented in the local area or community.  Develop their understanding of the local significance of places of worship and symbols.  Find out about similarities and differences between faiths  Understand what diversity means  Find out about different faiths and explore differences and similarities.  Understand the term denomination.  Consider what is important about the place of worship for believers.  Consider how different faiths work together for community cohesion. |  |  |
| **Places and Journeys** | | | | | | | | |
| Understand that we belong in our homes and local area.  Join in with a discussion about their home and family.  Look at pictures of different families and homes.  Understand that all families and homes are different and special.  Learn about the different groups they belong to.  Talk about the people in school and their roles.  Talk about special objects and explain why they are special.  Talk about how to show respect  Talk about what they can see  Talk about what the Bible is and compare a child’s version and an adult’s version  Talk about the Bible as a special book for Christians  Think about what is special to them.  Listen to why places are special for other people  Think about why these places are special to them.  Understand that churches are special places for Christians  Experience stillness and times of reflection, responding to what they see, hear, smell, touch and feel.  Understand that Mosques are special places for Muslims  Explain how the special places are the same and different. |  | | Know what it means to belong  Understand that symbols have meanings  Recognise and talk about some Christian and Muslim symbols  Talk about what makes a place special.  Name a church and a mosque as a special place for Christians and Muslims.  Explore the idea that all churches/ mosques do not look the same.  Learn that Sunday is a special day for Christians, when they meet together as a community  Find out what some Christians do at church to show they belong.  How do some Muslims show that they belong by what they wear?  Learn about Muslim prayer and name the objects used in Muslim prayer  Identify some important parts of a church and why there are important.  Explore what goes on inside a church or a mosque  Think about why people want to belong to the church / mosque  Compare what it means to belong to a church and a mosque |  |  |  |  | Understand that some places are special to different people.  Understand that some places are important to certain faiths.  Make links with journeys and special places in their own lives.  Be able to say that the Western Wall is a special place for Jewish people.  Be able to say that Makkah is a special place for Muslims.  Understand how to prepare for a special journey.  Understand that Christians have special places and journeys.  Understand that Sikhs experience a personal journey of reflection.  Be able to describe why Sikhs might visit Amritsar.  Explain why Jerusalem is special to Christians, Jews and Muslims. |
| **Events** | | | | | | | | |
| Find out about their own celebrations.  Find out about festivals and celebrations which are important to others.  Find out how Christians celebrate Harvest.  Describe what happens at the Harvest festival.  Begin to think about why Christians celebrate the Harvest.  Find out how Jewish people celebrate Rosh Hashanah.  Describe what happens in people’s homes during Rosh Hashanah.  Begin to think about similarities and differences in Christian and Jewish festivals.  Begin to think about religious and cultural festivals.  Find out how Chinese people celebrate the Mid-Autumn Festival.  Describe what happens during Mid -Autumn Festival.  Find out about different ways to celebrate.  Learn about the story of Rama and Sita and understand that Hindus celebrate the happy ending to the story.  Hear the story of Guru Hargobind; understand that Sikhs celebrate the good example of the Guru.  Begin to think about how different religions celebrate the same festival.  Find out how Jewish people celebrate Hannukah.  Describe what happens in people’s homes during Hannukah.  Find out why Christians celebrate Christmas.  Describe what happens at the Christmas festival.  Begin to think about how Christians share their ‘good news’ message about Jesus’ birth.  Begin to think about religious and cultural festivals.  Find out how Chinese people celebrate Chinese New Year.  Describe what happens during Chinese New Year.  Find out how Hindu people celebrate Holi.  Describe what happens during the second day of Holi  Begin to understand why Hindu people celebrate Holi.  Find out how some Sikh people celebrate Vaisakhi.  Listen to music played at the Vaisakhi festival.  Begin to consider how music is key to celebrating the festival of Vaisakhi.  Begin to understand how and why Sikh people celebrate Vaisakhi.  Find out how Jewish people celebrate Pesach  Describe what happened at the first Pesach.  Observe artefacts used by believers at Pesach.  Find out why Christians celebrate Easter.  Describe what happens at the Easter festival.  Understand that Jesus life, death and resurrection are of central importance to Christians.  Find out about different ways to celebrate.  Understand some traditions such as helping others.  Learn about the story of Ibrahim and Ismaeel  Understand that Muslims celebrate by being thankful. | | | To know what celebration means and be able to express how this makes them feel.  Understand why saying thank you is important.  To know that festival days are  celebrated by followers of religions.  Understand about the kind of gifts that are given at Harvest, and have the opportunity to try them.  Experience a Harvest Festival – in school or church  Become familiar with the story of Ramadan  Outline what and when they eat and drink, and consider what it might be like not to eat or drink during daylight hours.  Gain an understanding of the celebration of Eid.  Work together to design a celebration  Explain something they are thankful for |  |  |  |  |  |
| **Values** | | | | | | | | |
|  | Understand the need for rules at school, at home and in the wider world.  Recognise rules they are familiar with and start to think about how they are followed.  Think of ways they can be helpful to friends and classmates  Think of ways they can be helpful to teachers and school staff  Think of ways they can be helpful to parents and grandparents; brothers and sisters.  Think of ways they can look after their pets  Understand the meaning of ‘friendship’  Consider how they should treat others  Learn that Jesus is a special person for Christians  Learn about Jesus’ teaching about God.  Name the special friends of Jesus  Learn about priests/ ministers/ vicars are special to Christians  Learn that Prophet Mohammed is a special person for Muslims  Learn how prophet Mohammed tells us how to treat others  Learn about why the Imam is special to Muslims  Find out about people outside their school or family who need help | | To identify people they care about.  Explore ways in which people care for others.  Listen to stories that encourage caring and explore ways people follow these examples  Listen to stories that encourage caring and explore ways people follow these examples  Talk and ask questions about how they can care for others | Consider what makes a happy classroom  Share ways they can help to do this  Talk about rules and why these matter  Consider how you would behave without positive guidance in your life.  Know about the Ten Commandments and their importance for Jews, Christians and Muslims  Understand the teaching of Jesus that people should love God and love their neighbour.  Reflect on the challenges of obeying the commandments  Understand Muslim commitment to the 5 pillars of Islam.  Retell the meaning of stories and parables  Compare the meaning of different stories  Give their ideas about how rules and stories guide and inspire  Explore questions about the world around them.  Recognise the emotions associated with being creative.  Notice and appreciate that all creativity is different and respond sensitively to difference.  Reflect on the feelings of others.  Realise that some questions are difficult to answer.  Recognise that there are some ‘mysterious’ questions which we can ask about our world.  Consider and compare the Christian and the Humanist view of creation.  Talk about religious and non-religious responsibilities towards our planet.  Recognise that people have varying ideas about right and wrong.  Understand that what we do has an impact on our world.  Express their own views and listen to the views of others.  Use sources of information to answer questions about beliefs.  Explore ways of conserving the environment.  Begin to understand the idea of a collective responsibility.  Ask questions about their own and other people’s beliefs.  Express their understanding of how a belief will affect a person’s actions. | Understand the meaning of ‘spiritual’.  Explore their own ideas and values through artistic expression  Understand the meaning and significance of some symbols  Observe pictures and images used by Christians and respond thoughtfully to what is shown  Consider how and why some faiths use pictures of prophets and leaders and others think this is wrong  Explore how faiths use words, calligraphy and poetry to represent beliefs  Understand that Muslims only create patterns rather than illustrating animal or human form  Learn about the names of Allah & his attributes  Consider how and why some faiths use music as an expression of beliefs.  Explore how music and lyrics express values and beliefs.  Consider how and why some faiths use dance as an expression of beliefs.  Explore how dance can express emotions, values and beliefs.  Explore other forms of religious dance. | Retell the story of Hanukkah.  Describe how light is an important part of the story.  Explain why Jewish people use food and actions to reaffirm their beliefs.  Retell the story of Guru Hargobind and the release of the prisoners.  Describe how the lights at Amritsar were special.  Understand the story of Prince Rama and Princess Sita.  Describe why Hindus use lights during the festival of Diwali.  Understand that light has been important to many different civilisations.  Describe how one other festival or celebration uses light.  Describe how the winter and summer solstices are celebrated.  Explain the significance of the sun to Pagans and others.  Understand that there are many representations of light as hope, freedom, warmth, reflection, resurrection, new birth, life etc. | Explore the concepts of being bad and being good in terms of actions, words and thoughts.  Consider the idea of a code for living and examine whether they are living by a code themselves.  Understand that not all people are religious  Investigate and think about Christian values such as love and forgiveness.  Understand that values show in what people do.  Investigate aspects of the life and teachings of Prophet Muhammad  Investigate Jewish values such as love and kindness.  Understand more deeply that peace is valued by Humanists, Muslims and Christians, but peace is not always easy to build.  Investigate codes for living from different faiths and world views.  To draw learning about values together and express ideas of their own about how values can make a community happier  Understand the concept of forgiveness and reconciliation  Consider the importance trying to put wrongs right.  Explore Jesus’ stories about forgiveness and investigate its meaning.  Know that Christians believe the act of confession helps them to receive God’s forgiveness.  Investigate practical examples of forgiveness that reflects Christian teaching  Understand that elements from within religion could be applied to situations they experience in their own lives and their own community | Enquire into the responsibilities, rights and ceremonies connected to growing up  Consider the question of when a young person might be said to have reached adulthood  Consider different kinds of promises and the importance these have in different situations  Investigate Jewish rites of passage for teenagers  Investigate Amrit, the story of the formation of the Khalsa and the importance of commitment for Sikhs  Investigate what happens at Confirmation and Believers’ Baptism and find out about the promises that are made  Reflect on their learning about rites of passages and the promises made |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Content Coverage | | | | | | |
| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| FS1 | Where do we live and why is it special? | How are special times celebrated? (Autumn & Winter | How are special times celebrated? (Spring & Summer) | | Which places are special and why? | |
| FS2 | What makes a good helper and who helps us? | How are special times celebrated? (Autumn & Winter | How are special times celebrated? (Spring & Summer) | | What do believers believe about creation? | |
| 1 | Which books and stories are special? | How do we celebrate special events? | What does it mean to belong to a church or a mosque? | | How and why do we care for others? | Who brought messages about God and what did they say? |
| 2 | How is new life welcomed? | How can we make good choices? | How and why do people pray? | How can we look after the planet? | What did Jesus teach and how did he live? | |
| 3 | How do Jews remember God’s covenant with Abraham and Moses? | What is spirituality and how do people experience this? | What do Christians believe about a good life? | | What do the creations stories tell us? | Who can inspire us? |
| 4 | How do important events get remembered? | What faiths are share in our country? | How do the Five Pillars guide Muslims? | | Why are Gurus at the heart of Sikh belief and practice? | |
| 5 | Why are some journeys and places special? | | What values are shown in codes for living? | Should we forgive others? | What do Christians believe about the old and new covenants? | |
| 6 | How do Sikhs show commitment? | | What do Christians believe about Jesus’ death and resurrection? | | How do Jews remember the Kings and Prophets in worship and life? | How does growing up bring responsibilities? |