

WEST TOWN LANE ACADEMY

RE Curriculum

Intent	The school's vision and educational aims for Religious Education are to provide a rigorous academic curriculum that is adventurous, challenging, stimulating and inclusive. This is in line with the school's aim to instill good habits of respect, determination and excellence in order to guide them in their learning journey, to succeed, fulfil their potential and to foster personal growth. Our aims and vision for RE also reflect the intent of the locally agreed syllabus, which is to explore big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living. Our intent is to provide an academic RE curriculum that enables pupils to respect individuals' religion and views around the world.
Implementation	Our scheme of work for RE is in accordance with the 'RE Today South Gloucestershire' and 'Awareness Mystery Value'. This ensures a well-rounded, inclusive curriculum is taught, exploring both religious and non-religious units, such as humanism, thus ensuring learning is suitable for all of our pupils. RE is taught thoroughly with units of work set out in such a way that pupils gain a rich and coherent understanding, enabling them to answer a key question linked to their area of learning which guides teaching throughout. Key vocabulary, concepts and practices are explored in a variety of ways such as storytelling, drama and art, and enables pupils to reflect on how these impact themselves and others in society. Learning is enriched by resources, visitors and trips in order for our children to learn first-hand about different artefacts, places of worship and individuals' world views. Knowledge recall in each lesson is central to pupils having a solid foundation of what is being taught and ensures progression can happen, not only week-on-week but also in subsequent year groups when religious and non-religious faiths are revisited and compared to each other, in order for pupils to understand how core concepts may connect to one another. As with other subjects, RE is not taught discreetly in the Early Years Foundation Stage but through cross-curricular links. Pupils will be able to make sense of their own life story, have an understanding of respect and why they should respect all living things and learn about special places, celebrations and different communities, amongst other learning.
Impact	Children at our school enjoy learning RE. The school's RE curriculum provides pupils with sound knowledge and understanding of the UK's main religions and world views and helps them to reflect on their position within them. Pupils will be able to make their own informed conclusions on religious and ethical matters in our multi-cultural society, and those elsewhere, whilst respecting those who hold differing views. This will be evident through class discussions, in pupil's curriculum books and through pupil conferencing.

RE curriculum progression Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE question focus	Who is a Christian and what do they believe?	How and why do we celebrate special and sacred times? - Harvest, Christmas, Hanukkah	What does it mean to belong to a faith community?	How and why do we celebrate special and sacred times? - Easter, Passover, Eid-ul-Fitr	What makes some places sacred?	
Skills & knowledge	- Talk about the fact that Christians believe in God and follow the example of Jesus - Recognise some Christian symbols and images used to express ideas about God - Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. - Ask some questions about believing in God and offer some ideas of their own - Make links between what Jesus taught and what Christians believe and do	- Identify a special time they celebrate and explain simply what celebration means - Talk about ways in which Jesus was a special person who Christians believe is the Son of God - Identify some ways Christians celebrate Christmas/Harvest/Hanukkah and some ways a festival is celebrated in another religion - Re-tell stories connected with Christmas/Harvest/Hanukkah and a festival in another religion and say why these are important to believers - Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion - Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers - Suggest meanings for some symbols and actions used in religious celebrations, including Christmas/Harvest/Hanukkah	- Talk about what is special and of value about belonging to a group that is important to them - Show an awareness that some people belong to different religions - Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers - Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean - Identify two ways people show they belong to each other when they get married - Respond to examples of co-operation between different people - Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences. - Identify some similarities and differences between the ceremonies studied	- Identify a special time they celebrate and explain simply what celebration means - Talk about ways in which Jesus was a special person who Christians believe is the Son of God - Identify some ways Christians celebrate Easter/Pentecost and some ways a festival is celebrated in another religion - Re-tell stories connected with Easter/Passover/Eid and a festival in another religion and say why these are important to believers - Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion - Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers - Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Passover and/or Eid-ul-Fitr	- Recognise that there are special places where people go to worship, and talk about what people do there - Identify at least three objects used in worship in two religions - Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used - Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe - Ask good questions during a school visit about what happens in a church, synagogue or mosque - Show that they have begun to be aware that some people regularly worship God in different ways and in different places	

		Identify some similarities and differences between the celebrations studied		Identify some similarities and differences between the celebrations studied	
Vocabulary	Christian God Father Heaven Daily Forgiveness Temptation	Celebration Harvest Christmas Jesus Son of God Hanukkah Miracle	Special Belonging Symbols Believers Marriage Identity Ceremonies	Celebration Son of God Easter Crucifixion Passover Believers Passover Eid-ul-Fitr Ramadan	Sacred Holy Respect Precious Belongings Church Synagogue Mosque
Special events/trips/visitors	Virtual Reality around a church				Visit to a church
Resources	The story of Jonah video Feeding of 5000 story video		Symbols from home Bible Rosary Cross Islamic calligraphy Shabbat resources – cup, bread etc.	Story of Holy Week Passover story	Christian, Muslim and Jewish artefacts
Cross-curricular opportunities	Computing: Virtual reality			Create a timeline of Holy Week Create a class book of Holy Week	Using a net of a cube Creating questions to ask a believer

R.E curriculum progression Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE question focus	How should we care for others and the world, and why does it matter?	How and why do we celebrate special and sacred times?	Who is a Muslim and what do they believe?	Who is Jewish and what do they believe?	What can we learn from sacred books?	
Skills & knowledge	• Talk about how religions teach that people are valuable, giving simple examples • Recognise that some people believe God created the world and so we should look after it • Re-tell Bible stories and stories from another faith about caring for others and the world • Identify ways that some people make a response to God by caring for others and the world • Talk about issues of good and bad, right and wrong arising from the stories • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more • Use creative ways to express their own ideas about the creation story and what it says about what God is like. • Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. • Answer the title question thoughtfully, in the light of their learning in this unit.	• Identify a special time they celebrate and explain simply what celebration means • Talk about ways in which Jesus was a special person who Christians believe is the Son of God • Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. • Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. • Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr. • Identify some similarities and differences between the celebrations studied.	• Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad . • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr. • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like. • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. • Re-tell a story about the life of the Prophet Muhammad. • Recognise some objects used by Muslims and suggest why they are important. • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. • Find out about and respond with ideas to examples of cooperation between people who are different. • Make links between what the Holy Qur'an says and how Muslims behave. • Ask some questions about God that are hard to answer and offer some ideas of their own.	• Talk about the fact that Jewish people believe in God. • Recognise some ways that Jewish people remember God • Say some ways that Jewish people remember God and stories involving God through stories and actions at Chanukah and Shabbat • Choose some objects that might be used specifically in a Jewish household. • Talk about how the mezuzah in the home reminds Jewish people about God • Ask good questions about how Jewish artefacts are used and their meaning • Talk about how Shabbat is a special day of the week for Jewish people • Give some examples of what Jewish people might do to celebrate Shabbat • Re-tell a story that shows what Jewish people at the festivals of Chanukah might think about God, suggesting what it means • Make links between some Jewish teachings and how Jewish people live. • Make links between the Jewish story of Chanukah and how it is celebrated • Give thoughtful responses to how a Jewish artefact might be used and why, linked to prior knowledge of Judaism • Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways	• Talk about some of the stories that are used in religion and why people still read them. • Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books. • Recognise that sacred texts contain stories which are special to many people and should be treated with respect. • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. • Ask and suggest answers to questions arising from stories Jesus told and from another religion. • Talk about issues of good and bad, right and wrong arising from the stories. • Suggest their own ideas about stories from sacred texts and give reasons for their significance. • Make links between the messages within sacred texts and the way people live.	

Vocabulary	Valuable Unique Samaritan Judaism Tzedakah Symbols The Golden Rule Mother Teresa The Bible Creation story	Festival Symbol Christmas Hanukkah/Chanukah Ramadan Eid-ul-Fitr	Muslim Islam Allah Calligraphy 99 names of Allah Shahadah Holy Qur'an Prophet Muhammad Ramadan Wudu Imam Eid-ul-Fitr	Jewish Shabbat Chanukah God Mezzuzah Mezuzot Shema Celebrate Precious objects: mezuzah, candlesticks, wine goblet, seder plate,, Star of David on a chain, prayer books, kippah	Sacred Holy The Bible The Torah The Holy Qu'ran Respect
Special events/trips/visitors			Virtual reality tour of a Mosque		
Resources	Bible Let the children come story video Good Samaritan story Cube nets	A palm leaf Bread Glass of wine Jesus' crown Hot crossed bun Empty cross Passover music – Two Candles burn by Stephen Melzack The Passover Story	Muhammad and the Cat story My Muslim Faith – Khadijah Knight book	Mezuzah, candlesticks, wine goblet, seder plate,, Star of David on a chain, prayer books, kippah	Story of the Exodus Photo of Muhammad and the Black Stone The story of Jonah The Lost Sheep story
Cross-curricular opportunities	Tzedakah boxes – cube net Sequencing and retelling stories	Creating a time line Sequencing and retelling stories	Computing: Virtual reality		Re-telling and sequencing stories

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE question focus	What does it mean to be a Christian in Britain today?		What do different people believe about God? <i>Christian focus and either or both Hindus and Muslims</i>	Why are festivals important to religious communities?	(AMV) What does it mean to be a Sikh in Britain today?	
Skills & knowledge	- Identify and name examples of what Christians have and do in their families and at church to show their faith. - Ask good questions about what Christians do to show their faith - Describe some example of what Christian do to show their faith, and make connections with some Christian beliefs and teachings - Describe some ways in which Christian express their faith through hymns and modern worship songs - Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes - Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others		- Identify beliefs about God that are held by Christians, Hindus and/or Muslims - Retell and suggest the meanings of stories from sacred texts about people who encountered God. - Describe some of the ways in which Christians Hindus and/or Muslims describe God. - Ask questions and suggest some of their own responses to ideas about God. - Suggest why having a faith or belief in something can be hard. - Identify how and say why it makes a difference in people's lives to believe in God. - Find some similarities and differences between ideas about what God is like in different religions. - Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts.	- Recognise and identify some differences between religious festivals and other types of celebrations - Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach). - Make connections between stories, symbols and beliefs with what happens in at least two festivals. - Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid). - Identify similarities and differences in the way festivals are celebrated within and between religions. - Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. - Discuss and represent their responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media. - Suggest how and why religious festivals are	- Give examples of at least three things that are found in a gurdwara. - Describe nam japna, kirat karni and vand chhakna and at least one other value important to Sikhs. - Describe the 5Ks and their significance. - Describe at least two challenges of belonging to a religious community and at least two reasons about why belonging to that community can also be valuable. - Identify and explain key values in Sikhism shown in daily living and at the gurdwara. - Independently make clear connections between challenges and the value of living as a member of a religious community and the concept of commitment	

			valuable to many people.	
Vocabulary	Faith Pray Bible Worship Community Holy Communion Spiritual Hymns Church Vicar	God Sacred Symbols The arts Christian Hindu Muslim Father, Son and Holy Spirit Trimurti of Brahman, Vishnu and Shiva	Diwali Pesach Rosh Hashanah Yom Kippur Eid-ul-Fitr Rituals Holy Week Lakshmi	Nam japna Kirat karni Vand chhakna. Gurdwara Community Value Commitment
Special events/trips/visitors				Virtual tour of a gurdwara
Resources	Bible, children's bible story books, palm cross, cross or crucifix, cd of Christian music, bible verse fridge magnet, prayer cards, church notice sheet	Exodus 3 Holy Qur'an Murtis	DVD 'Miracle Maker' Story of Rama and Sita Story of the Passover Palm leaf Bread Wine Thorn crown Empty cross	Sikhism artefacts e.g. 5 Ks
Cross-curricular opportunities			Debating and discussing questions	Geography: Enquiry focus on comparisons between UK cities. Computing: Virtual reality

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE question focus	What does it mean to be a Hindu in Britain today?	What can we learn from religions about deciding what is right and wrong?		Why is Jesus inspiring to some people?	Why are festivals important to religious communities?	Why do some people think that life is like a journey and what significant experiences mark this?
Skills & knowledge	- Identify and name examples of what Hindus have and do in their families and at mandir to show their faith. - Ask good questions about what Hindus do to show their faith. - Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. - Describe some ways in which Hindus express their faith through puja, aarti and bhajans. - Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. - Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. - Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught.	- Recall and talk about some rules for living in religious traditions. - Find out at least two teachings from religions about how to live a good life - Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions - Make connections between stories of temptation and why people can find it difficult to be good - Give examples of ways in which some inspirational people have been guided by their religion - Discuss their own and others' ideas about how people decide right and wrong - Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system. - Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity.		- Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus. - Suggest some ideas about good ways to treat others, arising from their learning. - Make connections between some of Jesus' teachings and the way Christians live today. - Describe how Christians celebrate Holy Week and Easter Sunday. - Identify the most important parts of Easter for Christians and say why they are important. - Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. - Make connections between the Easter story of Jesus and the wider 'big story' of the Bible reflecting on why this inspires Christians. - Present their own ideas about the most important attitudes and values to have today,	- Recognise and identify some differences between religious festivals and other types of celebrations. - Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) - Make connections between stories, symbols and beliefs with what happens in at least two festivals - Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) - Identify similarities and differences in the way festivals are celebrated within and between religions - Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives - Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media	- Recall and name some of the ways religions mark milestones of commitment (including marriage). - Identify at least two promises made by believers at these ceremonies and say why they are important - Suggest why some people see life as a journey and identify some of the key milestones on this journey - Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean - Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people - Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief - Explain similarities and differences between ceremonies of commitment

	Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences.		making links with Christian values.	Suggest how and why religious festivals are valuable to many people.	Discuss and present their own ideas about the value and challenge of religious commitment in Britain today.
Vocabulary	Hindu Mandir Duties Puja Aarti Bhagavad Gita Bhajans Murtis Shrine Deities Tradition Ritual	Traditions Teachings Temptation Inspirational Codes for living Belief system Love Forgiveness Honesty Kindness Generosity	Inspirational Holy Week Easter Sunday Gospel Incarnation Salvation Values	Christmas Easter Pentecost Harvest in Christianity Diwali in Hinduism Pesach, Rosh Hashanah and Yom Kippur in Judaism Eid in Islam. Comic Relief Rejoicing Weeping Physical Mental Spiritual	Milestones Commitment Promises Ceremonies Journey Ritual Community Belonging Belief
Special events/trips/visitors				Hindu visitor	
Resources	Home Puja Depictions of deities		Bible Seven symbols of Jesus Lion Children's Bible	Easter symbols Bibles Miracle Maker DVD	
Cross-curricular opportunities			Re-write the resurrection story	Writing a festival poem	

R.E curriculum progression Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE question focus	Why do some people think God exists (or not)?	If God is everywhere, why go to a place of worship?	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)		What does it mean to be a Muslim in Britain today?	
Skills & knowledge	- Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs - Give two reasons why a Christian believes in God and one why an atheist does not - Express thoughtful ideas about the impact of believing or not believing in God on someone's life - Present different views on why people believe in God or not, including their own ideas - Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples	- Recall and name some key features of places of worship studied - Select and describe the most important functions of a place of worship for the community - Comment thoughtfully on the value and purpose of places of worship in religious communities - Outline how and why places of worship fulfil special functions in the lives of believers - Comment thoughtfully on the value and purpose of places of worship in religious communities	- Make connections between some of Jesus' teachings and the way Christians live today - Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas - Outline Jesus' teaching on how his followers should live - Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. - Explain the impact Jesus' example and teachings might have on Christians today - Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today - Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus - Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas		- Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims - Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live - Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad - Describe and reflect on the significance of the Holy Qur'an to Muslims - Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils - Make connections between the key functions of the mosque and the beliefs of Muslims. - Comment thoughtfully on value and purpose of religious practices and rituals in a Muslim's daily life - Answer the title key question from different perspectives, including their own	
Vocabulary	Atheist Theist Agnostic Creation Suffering Exist Religious experience	Places of worship Christian Church Baptist Anglican Baptise Holly Communion Congregation Hindu Mandir Puja Judaism Orthodox Reformed Synagogue	Love Forgiveness Justice Fairness Generosity Moral dilemmas Mission Pentecost Parables		Five Pillars of Islam Holy Qur'an Prophet Muhammad Mosque Bilal	
Special events/trips/visitors		VR exploration of places of worship			Visit to a mosque	

Resources	Creation story video The Big Bang Theory video	Home puja Torah scrolls	Bibles Crucifix	Holy Qur'an Call to Prayer The Thirsty Camel A prayer mat A compass Prayer beads Rosary beads Prayer card
Cross-curricular opportunities	Discussion text: Is God real?	Information text/poster: Why do people visit a place of worship? Computing: Virtual reality	Creative writing: two endings to one story	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Project title	What happened after the Bristol Blitz?		Could we ever run out of water?		How do animals and plants adapt to suit their environment?	
RE question focus	(AMV) What does it mean to be Jewish?		What matters most to Christians and Humanists?		What do religions say to us when life gets hard? (Before starting study in this unit a letter informing parents of the topic should be sent home).	
Skills & knowledge	- Use the right names for things that are special to Jews. - Talk about things that happen to them. - Talk about what they find interesting or puzzling. - Describe some of the things that are the same and different for religious people, e.g., note how Christians and Jews share the same creation story, but have other scriptures that are different - Compare some of the things that influence me with those that influence other people. - Ask important questions about life and compare their ideas with those of other people. - Use the religious language accurately to describe and compare what practices and experiences may be involved in belonging to different religious groups. - Ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced themselves and others. - Ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by them as well as members of different religious groups.		- Identify the values found in stories and texts - Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas - Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples - Describe some Christian and Humanist values simply - Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view - Explain examples of similarities and differences between Christian and Humanist values - Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning		- Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life - Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation - Explain ideas about how and why religion can help believers when times are hard, giving examples - Outline Christian, Hindu and/or nonreligious beliefs about life after death - Explain some similarities and differences between beliefs about life after death - Explain some reasons why Christians and Humanists have different ideas about an afterlife	
Vocabulary	Influence Belonging Purpose of life New Testament Tenakh = Torah Nevi'im = prophets Ketuvim = Psalms		Fairness Honesty Humanists Moral Code Freedom Truth Peace Rules Principles		Salvation Reincarnation Heaven Suffering Afterlife Bereaved Karma Soul Samsara Reincarnation Moksha Dharma	
Special events/trips/visitors						

Resources	Objects / photos which mark out as belonging to a club or group. Articles from the Shabbat Friday night celebration; water jug, candles, etc. Articles associated with Pesach, for example, Seder Plate, wooden spoons, feathers, candles. Bar / Bat Mitzvah cards.	Disney villain film clips British Humanist Association overview	Heaven by Nicholas Allan Heaven by Steve Turner Heaven by Peter Blowfield
Cross-curricular opportunities		Values auction – buying a personality with £100 Writing Ten Commandments for life	Poetry about life and death-expressing grief through the arts