

Religious Education Pathway

Golden Threads: God, Identity, Community

Sentences highlighted in **YELLOW** are the KPIs (Key Performance Indicators)

Nursery						
Term	Autumn		Spring		Summer	
Half term coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Who am I and where do I belong?	Why do we have celebrations?	What can we learn from stories?	What makes our world wonderful?	What makes something special?	What makes a place special?
Knowledge – identity Communities God	• Every person is special and unique • People belong together in different ways in a community. • Some people believe that God made them this way	• Each person has a “birth-day” • Celebrations are joyful times • Christians celebrate special festivals e.g. Harvest, Christmas, Easter • Other religions have different festivals	• People can have favourite stories • Through stories people share ideas about how to live • Some books are special to religious groups and talk about God • Some stories are about special people e.g. Jesus	• People are naturally ‘creative’ • Our world is a place of wonder & we should look after it • Some people believe that it came about naturally and that science is the best way to understand it • Some people believe our world was created by God and that this is an important story in their special books	• Know an object that is special to me. • How to look after special things and respect things that are special to others • Some objects are ‘religious’ objects and help people to think about God	• Some people have places that are special to them • There are special buildings where some people go to think and learn about God
Skills: Reflection	Reflecting on the feelings and experiences of new life.	Reflecting on their own experiences and celebrations.	Reflecting on the importance of stories, what we can learn from stories and how they relate to our own lives.	Reflecting on the feelings and experiences of the world and the Creation story – how does it feel to make something fantastic?	Reflecting on things, including memories, that are special to them and how we show this in the way that they are treated.	Reflecting on feelings, experiences, beliefs and practices
Skills: Empathy	Empathising with the joy of new life at spring time, throughout the	Empathising by considering the experiences and beliefs	Empathising with characters within stories and thinking	Empathising with the wonder of the world or how it feels to have	Empathising with others about their special things and	Empathising by considering thoughts, feelings, experiences,



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	year as babies are born, and within stories, e.g. the Christmas story.	of others, and knowing how to show respect.	about how they may have felt at particular moments.	made something but to have it spoilt.	showing we can be careful with them (respect, responsibility etc.).	beliefs and practices; knowing how to behave in various places
Skills: Investigation	Investigating objects and stories through listening and asking questions.	Investigating by asking relevant questions.	Investigating stories through listening and asking questions.	Investigating the story/stories of Creation through talk, particularly questions.	Investigating special objects by gathering simple information e.g. appearance, purpose, names for things	Investigating by gathering information from a variety of sources, e.g., places of worship, photos, artefacts/objects, books etc.
Skills: Interpretation	Interpreting by suggesting meanings for words, actions and objects within stories and celebrations.	Interpreting the meaning of different foods, artefacts, decorations and outfits for various religious celebrations	Interpreting by suggesting meanings for words, actions and objects within stories.	Interpreting by talking about what they think about the world and creation.	Interpreting by suggesting meanings or purposes for objects that are brought into the classroom	Interpreting the meaning of symbols in a church building or place of worship
Skills: Expression	Demonstrating their knowledge in a variety of ways such as through emotions, role play, talk, drawing or writing, sharing their own views.					
Vocabulary	God Pray, prayer Amen Church Jesus Special Individual	Birthday Gift/present Celebration Decoration Thank you Wedding Christmas, Easter, Harvest Diwali, Chinese New Year Journey Christmas Key people in the story: Jesus,	Jesus God's son Miracle Easter blossom, daffodils, frogspawn, birds eggs etc. cross hot cross buns & Easter eggs	World Problem Care Alive Special Animal names etc.	Special Memory	Church Pray Reverend Sarah St. Mary's Church Festival names Parish church

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		Mary, Joseph, Angel , Shepherds, Kings/Wise men Nativity Animals' names – sheep/donkey/ camel				
Reception						
Term	Autumn		Spring		Summer	
Half term coverage	Autumn 1	Autumn 2	Spring 1 (CHANGE TO Summer 2)	Spring 2	Summer 1	Summer 2 (CHANGE TO SPRING 1)
Topic	Who am I and where do I belong?	Why do we have celebrations?	What can we learn from stories?	What makes something special?	What makes our world wonderful?	What makes a place special?
Knowledge – identity Communities God	• To be able to recognise similarities and differences between themselves and others, and begin to understand the word 'unique'. • How new babies are welcomed • People belong together in different ways • To know that people have different ways of showing that they belong together. - Harvest Service • Special people in different religions (e.g. Jesus / Prophet	• Each person has a "birth-day" and this is celebrated on the anniversary of their birth • Celebrations are joyful times • To recognise celebrations are joyful times and often a time to say thank you. • To recognise and name different 'special times' (religious festivals) throughout the year. (Christmas, Easter, birthdays, Diwali etc)	• To be able to talk about places that are special to them. • There are special buildings where some people go to think and learn about God • To know that some people feel close to God anywhere, or in their special place.	• Different things are special to people for different reasons • Memories can be special • To be able to talk about things that are special to them and why. • How to look after special things and respect things that are special to others • People can use objects to help them remember special times and places • To be able to know that some objects help	• People are naturally 'creative' • Our world is a place of wonder & we should look after it - To be able to name some ways we can look after our world. • Other people believe that the world came about naturally and is best explained by scientists. • To know that some people believe the world was created by God.	• To know that some people can have favourite stories and share their own. • Through stories people share ideas and values about how to live • To know that people who believe in God also have special books, which tell them about special people (Bible – God, Jesus, Torah – God, Moses, Qur-an – prophet Muhammad (pbuh)). • Some stories are about special people

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	Muhammad (pbuh) / Moses) • To know that some people believe that God made them.	- School-based celebrations - Other religions have different festivals		people to think about God.		e.g. Jesus, Prophet Muhammad (pbuh*), Moses etc.
Skills: Reflection	Reflecting on the feelings and experiences of new life.	Reflecting on their own experiences and celebrations.	Reflecting on feelings, experiences, beliefs and practices	Reflecting on things, including memories, that are special to them and how we show this in the way that they are treated.	Reflecting on the feelings and experiences of the world and the Creation story – how does it feel to make something fantastic?	Reflecting on the importance of stories, what we can learn from stories and how they relate to our own lives.
Skills: Empathy	Empathising with the joy of new life at spring time, throughout the year as babies are born, and within stories, e.g. the Christmas story.	Empathising by considering the experiences and beliefs of others, and knowing how to show respect.	Empathising by considering thoughts, feelings, experiences, beliefs and practices; knowing how to behave in various places	Empathising with others about their special things and showing we can be careful with them (respect, responsibility etc.).	Empathising with the wonder of the world or how it feels to have made something but to have it spoilt.	Empathising with characters within stories and thinking about how they may have felt at particular moments.
Skills: Investigation	Investigating artefacts and stories through listening and asking questions.	Investigating by asking relevant questions.	Investigating by gathering information from a variety of sources, e.g., places of worship, photos, artefacts/objects, books etc.	Investigating special objects by gathering simple information e.g. appearance, purpose, names for things	Investigating the story/stories of Creation through talk, particularly questions.	Investigating stories through listening and asking questions.
Skills: Interpretation	Interpreting by suggesting meanings for words, actions and objects within stories and celebrations.	Interpreting the meaning of different foods, artefacts, decorations and outfits	Interpreting the meaning of symbols in a church building or place of worship	Interpreting by suggesting meanings or purposes for objects that are brought into the classroom	Interpreting by talking about what they think about the world and creation.	Interpreting by suggesting meanings for words, actions and objects within stories.

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		for various religious celebrations				
Skills: Expression	Demonstrating their knowledge in a variety of ways such as through emotions, role play, talk, drawing or writing, sharing their own views.					
Vocabulary	Assembly God Pray , prayer Amen Church Worship Jesus Special Unique Individual Values Rights	Birthday Gift/present Celebration Decoration Thank you Wedding Christmas, Easter, Harvest Diwali , Ramadan, Eid Chinese New Year Jewish Sukkot, Hanukkah, Rosh Hashanah Journey Key people in the story: Jesus , Mary, Joseph, Angel, Shepherds, Kings/Wise men Nativity Animals' names – sheep/donkey/ camel	Church Worship Pray Service Reverend Sarah festival names Parish St. Mary's Church Sukkot Sukkah	Special Precious Artefact Collection Memory Jesus God's son Miracle Easter Communion Remember Resurrection/ came alive again Spring new life blossom, daffodils, frogspawn, birds eggs etc. cross tomb Good Friday Easter Sunday hot cross buns & Easter eggs	Planet World Plastic Future Citizens Impact Damage Spoil Problem Creation Creator Gifts Care Responsibility Alive Special Unique Animal names etc.	Qur'an Story Jesus God Bible Torah Moses Prophet Muhammad (pbub)
Year 1						
Term	Autumn		Spring		Summer	
Half term coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

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Topic	Why do Christians call God the creator?	What is the Nativity and why is it important to Christians?	JUDAISM: Why do Jewish families celebrate the gift of Shabbat?	What do Christians learn from stories of Jesus?	JUDAISM: What is the Torah & why is it so important to Jewish families?	Why should we look after the world?
'Sticky knowledge' By the end of this unit, pupils should know:	- talk about their own emotions (regarding their special book), connecting them to those of Christians. - that most Christians believe that God loves to give. - To be able to talk simply about the concept of God as a creator and how this is shown in the Bible. - how the beliefs of Christians link to the event of creation and the events of Jesus' life. - that Harvest is a time to be thankful for food. - To be able to talk about their own emotions in response to creation and thankfulness. - that for most Christians, worship / giving is a response to who God is and what he has given.	- that most Christians believe in Jesus as God's Son, born as a baby ('incarnation'). - that most Christians believe that Jesus is both human (like us & his mother Mary) and divine (like God, his Father). - To be able to say who the different figures in the nativity are. (God, angels, Mary, Joseph, Jesus, Shepherds, Magi/wise men). - that the response of the people in the Nativity was to worship Jesus. - that for most Christians, Jesus is the most important element of the Nativity. - there are similarities and differences in the ways that Christians and other people	- that rest from work is important for everyone. - Shabbat is a time of rest and recalls how God rested on the seventh day after creation. - that Shabbat and the Friday night meal can be an important part of Jewish family life and can help Jewish families to feel closer to God. - that Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end. - To be able to talk about the different elements of Shabbat and why they might be important to Jewish families.	- key events of Jesus' life from baby -> man -> ascension. - how Jesus' life and experiences share similarities with their own. - how Jesus' life and experiences were also very different from their own. - what most Christians believe was Jesus' plan and intention on earth [salvation]. - how most Christians try to live their lives following the example that Jesus set. - To begin to make links between Jesus' life and what Christians believes about him being human 'like us' and divine 'like God'. - To be able to suggest how Christians might try to be like Jesus in the way they treat others. (Based on the	- what it means to treat something with respect and explain how Jewish people do this with the Torah. - that the Torah is the Jewish holy book and contains rules to help Jewish people to live good lives. These rules make life fair for everyone and help them to worship God. - that God's name is holy for Jewish people. - that the Torah is a scroll and is written in Hebrew. - that the way that the Torah is treated is linked with the Jewish belief that it contains the holy words of God. - that the synagogue is the place where the Torah is kept and where Jewish people go to pray.	- that our world is precious and our shared home. - that everyone can make a difference in looking after it. - about some celebrations that relate to the natural world. - about the history of preserving and preparing for the future. - what some creation accounts show about looking after our world. - that most Christians, Jews and Muslims try to copy God's love for the world in how they treat it. - about TuB'Shevat, the birthday of the trees (Jewish). - how our actions can demonstrate appreciation for the world. - To identify similarities in what Christians,

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	● To be able to give examples of how most Christians and other people put their beliefs about 'giving' into practice.	around the world celebrate Christmas. ● To be able to suggest reasons for why the 'nativity' is important to Christians.		stories they have heard.)		Jews and Muslims believe about caring for our world. To be able to talk about how different communities care for our world. To be able to give simple reasons for why our world is important to them.
Skills: Expected outcomes for this phase. Children are able to:	● talk simply about core beliefs and concepts regarding God as a creator, and how this is seen in the Bible. ● use the vocabulary 'create / Creator / creation and/or thankful / grateful / worship' when they talk. ● identify how the creation account and Jesus' miracles demonstrate some things that Christians believe. ● talk about how saying thank you to God is part of worship for Christians ● give examples of how Christians & other people put their beliefs	● To know that most Christians believe in Jesus as Gods in and that he was born as a baby. (Incarnation) ● suggest how Jesus might be like us and/or like God ● suggest what different symbols mean e.g. in Nativity paintings, figures etc. ● say who the different figures are in the Nativity story (God, angels, Mary, Joseph, Jesus, shepherds, Magi/wise men, angels). - To be able to suggest reasons for why the 'nativity' is important to Christians.	● reflect on why rest might important be able to discuss respectfully that families have different routines and engage in a variety of activities during the week and at the weekend. ● be able to think of different reasons to get together for a family meal and why this might be important. - To be able to reflect on why rest might be important. ● investigate source materials e.g. photographs, stories, artefacts to help answer questions.	● retell events from Jesus' life. ● recognise that Jesus' miracles raise puzzling questions. ● make links between Jesus' life and what Christians believe about him being human 'like us' and divine 'like God'. ● talk about making friends, and other things that make us human. ● identify with some parts of Jesus' life ● suggest how Christians might try to be like Jesus in the way they treat others.	● explain what it means to treat something with respect and explain how Jewish people do this with the Torah. ● identify important rules in their own lives – and say why they are important. ● suggest why the Torah might be valued by Jews. ● talk about how Jewish people show respect for the Torah, using examples from pictures, videos or stories. ● identify possible meanings for the commandments (rules) that God gave to Moses.	● identify similarities in what Christians, Jews and Muslims believe about caring for our world. ● retell religious, spiritual and moral stories. ● talk about how both religious and non-religious people share the belief that we should all care for the environment. ● talk about how different communities of people show care for our world. ● identify how beliefs about caring for our world are turned into actions for different groups of people.

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	into practice, such as celebrating and donating food at Harvest, caring for the world, and thanking God. - notice what might be similar / different in the ways people give. - respond to the world around them in a way that shows awe, sensitivity, gratitude and/or responsibility. - talk about their own emotions and link to how others might be feeling e.g. in response to the natural world, in gratitude etc.	- talk about how our school community is like a family and that we all have things in common with each other. - talk about things that might be the same/different in the Nativity sets/pictures suggest how we might be like those who are in our family/those around us. - give a simple reason for a view that they have - respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings - show care for the special objects (e.g. Nativity sets / paintings) of others.	- talk about the different elements of Shabbat and why they might be important for Jewish families - use the vocabulary creation, work/rest, meal, Shabbat - talk about how Jewish families put their beliefs about the importance of Shabbat into practice in their homes and/or synagogue. - talk about what might be important to the different Jewish families they encounter through the resources.		- identify some things that the Jewish community might learn from the Torah about how to live good lives, such as caring for / respecting other people. - To know that the Torah is the Jewish holy book and teaches/guides Jews how to live their lives.	- give a reason why our world is important to them, recognising that others may have different reasons. - give simple reasons for why our world is important to them, or how they are grateful for it. - respond sensitively and imaginatively to questions about caring for our world. - respond to questions about e.g. 'right'/'wrong', 'good'/'bad' in relation to how we should behave towards the world that we share.
Vocabulary	- Create Creation - Creator - Provide - Share - Worship - Donate - Food Bank	- nativity The Nativity - Incarnation – (lit. in-carne = in flesh) Angel Wise men - Community - Worship	Rest Weekend Shabbat - Shalom - Challah - Havdalah - Kippah - Creation	Jesus Christians - divine - ordinary - extraordinary - Salvation - lifetime miracle	Torah – lit. 'the Law' Scroll - God, the Creator of everything - Moses Ten Commandments – the ten rules given by God as a sign of the	- Human - Natural Environment - Preserve - Conserve - Passion Responsibility Gratitude

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	• Thankful / Grateful • Harvest • Sukkot		• Spice box	• disciple • parable • community	covenant promise he made with his people, the Jews • Mitzvot • Synagogue • Ark • Tallit • Kippot (kippah – plural) • Simchat Torah – (pron. 'Sim-hat')	• Thanksgiving • Festival • Tu B'Shevat – (pronounced Tu Bish-Vat) • Qur'an • Khalifah
Year 2						
Term	Autumn		Spring		Summer	
Half term coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	What is God like for Christians?	Why is giving important to Christians?	ISLAM: Who is Allah and how do Muslims worship him?	Why do Christians call Jesus Saviour?	What is important for Muslim families?	What makes a good leader?
'Sticky knowledge' By the end of this unit, pupils should know:	• that people use pictures and words to convey meaning. • that there are many different images of God contained in the Bible. • these words and images help us answer	• that giving is important within all communities as a way of helping others and building relationships. • that most Christians believe that God's nature is to give and that he gave	• To be able to talk about some of the 99 names of Allah and why these are important. • that Muslims think it is better to represent Allah in words rather than pictures.	• that Christians often call Jesus 'Saviour' (rescuer) • that the Bible contains stories about people Jesus met and 'rescued/saved'. • that these people were often the poor,	• that the words 'Islam' & 'Muslim' are based on the same word in Arabic, 'salaam', which means 'peace'. • Muslims believe that Muhammad (PBUH) is a prophet and the last messenger of Allah.	• that being a leader is an important job and comes with responsibilities. • that religions have leaders whose example is still followed today. • that leaders might have certain characteristics linked

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	the question 'what is God like?' • Christian beliefs about God are connected with these words and images. • most Christians believe God loves them and all people. • how to listen to others and express their thoughts and ideas about what God might be like. • To be able to listen to others and express their own thoughts about what they think God is like. • To know that most Christians see God as a shepherd, parent (father), guide and guardian.	Jesus as a gift to the world. • that worship is a way of giving to God. • that this giving takes many different forms, including prayer & volunteering. • that when most Christians give, they are showing that they are a part of God's Kingdom. • To know that 'the church' is the community of Christians (not just the building). • that when Christians give to others at Christmas, it is a reminder of how God gave Jesus, and also of the gifts of the wise men, who worshipped him.	• that Muslims worship Allah through prayer. • that Muslims believe it is important to be ritually clean before they pray. • that Muslims should face Makkah when they pray and have different physical positions in prayer to help them focus on Allah. • To be able to talk about some of the processes that Muslims go through when they pray. (preparations, physical positions)	the sick and the friendless. • that 'salvation' is an important idea for most Christians. • that the elements in an Easter garden are symbols of Jesus' death and resurrection. • that most Christians believe that: - people's lives were changed by meeting Jesus, including Zacchaeus. - Jesus 'saves' them too. - Jesus' offer of forgiveness is a part of the rescue at the heart of Easter. - To be able to talk about how people who met Jesus might have felt and been changed. - To recall the different symbols that are used to represent Jesus' death and resurrection. (Easter garden – tomb and cross)	• that for Muslims Muhammad (PBUH) is the best example of a Muslim and every Muslim should try to be like him. • the Qur'an is the special /sacred book for Muslims, and is written in Arabic. • Muslims believe it contains the words of Allah given to Muhammad by the Angel Jibreel. • To be able to talk respectfully about what Muslims believe about Muhammad (pbuh) and the Qur'an. • To know that Muhammad (pbuh) is the best example of a Muslim and the Qur'an is a special and sacred book for Muslims. • To be able to talk about what is important to them and their family.	to thinking about others or following God. • that Jesus is a leader for Christians...etc. • that people try to follow the teachings and example of their leaders. • that they themselves can be influenced by the example of others & influence others. • To be able to talk about things that people can learn from leaders. • To be able to suggest what might make people want to follow them. • To be able to reflect on leadership in their own lives and the examples they follow.
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Skills: Expected outcomes for this phase. Children are able to:	● suggest meaning for some Biblical images of God describe how these images connect to Christians' beliefs about God. ● talk about some Christian beliefs about what God is like. ● explain how Christians are shown in the Bible that God loves them. ● To know that most Christians see God as a shepherd, parent (father), guide and guardian. ● articulate their own beliefs / ideas about God.	● explain why giving to others is important to themselves and others. ● suggest different ways by which different people might give. ● find evidence in the church / community for different types of giving by Christians e.g. prayer, money, time, acts of service (all worship). ● suggest how Christians might be giving to / worshipping God by doing these things. ● retell the story of how the wise men gave, making simple connections with the symbolism of the gifts & things Christians believe about Jesus. ● express their ideas about giving in simple ways, drawing from their learning. ● To know that when most Christians give to others at Christmas, it is a reminder of how God gave Jesus.	● talk respectfully about core beliefs about Allah use the following vocabulary- Allah, beautiful names, pray, prayer, mosque. ● To be able to talk about some of the 99 names of Allah and why these are important. ● give examples of how Allah is worshipped by Muslims. ● talk about why some Muslims might pray together. ● talk about how different positions in prayer might help Muslims to focus on Allah. ● To be able to talk about some of the processes that Muslims go through when they pray. (preparations, physical positions) ● observe simple similarities and differences in Muslim worship. ● respond sensitively to questions about	● talk about their own experiences of being rescued / 'saved' or forgiven. ● respond sensitively to the idea of 'rescue' or 'forgiveness', making relevant comments in the context of stories and discussions. ● talk about how people who met Jesus might have felt (e.g. before, during and after meeting him). ● talk about how other people in Zacchaeus' community might have reacted to what happened. ● talk about the impact of forgiveness on the Christian community. ● retell stories about how people were changed ('saved') by meeting Jesus. ● suggest why Christians call might Jesus 'Saviour' - use the elements of an Easter Garden to retell the story.	● To be able to talk respectfully about what Muslims believe about Muhammad (pbuh) and the Qur'an. Use the vocabulary prophet, messenger, Qur'an, respect, Arabic, salaam (peace) etc. ● know how the Qur'an should be treated and why. ● retell a story from Muhammad's life and understand why it is important for many Muslims. ● To know that Muhammad (pbuh) is the best example of a Muslim and the Qur'an is a special and sacred book for Muslims. ● talk about how holding these beliefs are shown in family and/or community life ● recognise that not all families will do this in the same way. ● talk about what's important to them and their family	● retell stories about religious leaders. ● talk about the things that people can learn from leaders ● identify features / qualities of good leadership from the lives of different leaders. ● give examples of how leaders made a difference to other people. ● suggest what might make people want to follow them ● give simple reasons for why someone might be a good leader. ● talk about the things that they have learnt about being a good leader. ● reflect on leadership in their own lives & the examples they follow.
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		● To know that 'the church' is the community of Christians (not just the building).	who or what's important to them, showing respect for the views of others ● give simple reasons for the views they have	● suggest what different symbols mean e.g. parts of an Easter Garden, or ideas in Christian art. To be able to talk about how people who met Jesus might have felt and been changed. To recall the different symbols that are used to represent Jesus' death and resurrection. (Easter garden – tomb and cross)	● reflect on how they, and Muslims, show respect, or what's important to them, in the way that they behave.	
Vocabulary	● Creator ● Shepherd	● worship ● place of worship ● 'church' ● 'Church' ● service ● service ● Bible ● Greatest Commandment ● Sermon	● Allah ● Islam ● Muslim ● prayer ● Arabic ● salah ● worship ● wudu ● Mosque / 'masjid'	● Rescue ● Forgiveness ● Disciple ● Saviour ● Crucifixion ● Resurrection ● Salvation	● Allah ● Islam ● Muslims ● 'salaam' ● Prophet ● Muhammad (PBUH) ● PBUH – 'peace be upon him' ● Qur'an – lit 'recitation'; ● Arabic ● Jibreel ● Respect ● Submission ● Zakah/Zakat	● Leader ● Example ● Follower ● Disciple ● Leadership