imise motivation.



	Religious Educa	ation (RE) at St Thomas' Prima	ary School					
Intent	As a Church of England School, the Christian faith is the foundation of everything that we do. In both learning and life experience, we aim to fulfil and embrace our school's Bible verse through an attitude of inquiry, respect and personal challenge. Through our R.E. curriculum, we aim to encourage and develop an enquiring approach to understanding Christianity and other world views, including non-faith views, within an attitude of respect and consideration. Our pupils will be encouraged to consider the impact of what they have learnt on their own lives, including how to live alongside others with compassion, a sense of belonging and without prejudice. Respect and open-mindedness towards others weaves through our ethos, encouraging pupils to develop their own sense of identity and belonging through self-awareness and reflection.							
Imple- ment	As a Voluntary Aided school under the goverance of Manchester's Church of England Diocese, we are required to deliver 36 hours (KS1) and 45 hours (KS2) of RE curriculum time per year as a minimum (5-10% of curriculum time per week). 50% of teaching time should cover Christianity; 50% to cover other religions and non-religious beliefs.							
Impact		ng a deeper understanding of diverse faiths, promoting emp ions and engage in positive social interactions, making conn	· · · · · · · · · · · · · · · · · · ·					
Context	Before 1758, Heaton Chapel did not exist but was si until the church was dedicated 28 th October 1758. ⁻ Heaton Chapel Station was built in 1851 close to th	e in all its fullness." The Gospel of John 10 v 10 O imply part of Heaton Norris. The need for a chapel was iden The main road from Manchester to Stockport ran through H e St. Thomas' Rectory because of the clergy man at the chuication chocolate covered biscuits such as Penguin biscuits a	tified by Parliament in 1645 but it was another 100 years eaton Chapel. There was a toll gate opposite the church. rch. A large biscuit works was opened in 1918 by McVitie					
		arning and Growing in the Sight of God						
	Learning	Growing	Sight of God					
SECTION OF THE PROPERTY OF THE		COMMUNITY	FAITH TRUST					
cha	our children to be inquisitive learners, taking on new allenges with perseverance, courage and joy. s we have created a balance of knowledge and skills in	Living out our Christian values together as responsible citizens loving God, ourselves and our community. At St Thomas the children are encouraged throughout	Knowing that we are seen and loved by God. Our church is at the centre of our community and our school. We link our Christian Values throughout our					
each unit of study. Knowledge and therefore learning is built upon in each lesson, with regular opportunities given for knowledge retrieval. Children are given every chance of success in order to max-		each period of history they study to empathise with the people alive at the time, to explore different viewpoints and to grow their understanding themselves and others.	curriculum and work and learn together in the sight of God .					



Identify, describe, explain and analyse beliefs and concepts in the context of living religions and nonreligious views, using appropriate vocabulary Explain how and why these beliefs are understood in different ways, by individuals within a community Recognise how and why sources of authority (eg texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation Examine and explain how and why people express their beliefs in diverse ways Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world Appreciate and appraise the significance of different ways of life and ways of expressing meaning Examine and explain how and why people expressing their responses for their responses. Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response Discern possible connections between the ideas studied and their own worldviews- their ways of understanding the world, expressing their critical responses of interpretation in diverse ways of expressing their critical responses.	Make sense of religious and non-religious be- liefs	Understand the impact and significance of religious and non-religious beliefs	(Personal knowledge) Make connections between religious and non -religious beliefs, concepts, practices and ide- as studied
	cepts in the context of living religions and non- religious views, using appropriate vocabulary Explain how and why these beliefs are understood in different ways, by individuals within a community Recognise how and why sources of authority (eg texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills	press their beliefs in diverse ways Recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world Appreciate and appraise the significance of different ways of life and ways of express-	questions studied, responding throughtfully and creatively, giving good reasons for their responses Challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitmnets clearly in response Discern possible connections between the ideas studied and their own worldviews- their ways of understanding the world, expressing their critical responses and personal reflections with increasing

Disciplinary

Disciplinary Knowledge

Disciplinary knowledge includes all the skills that children will need to develop over time in their RE lessons. They are skills that enable us to understand different beliefs, practices and worldviews and support us to understand and analyse similarities and differences within different beliefs and worldviews.

Disciplinary Concepts

Disciplinary concepts are concepts used in the study of RE. They form the basis of many questions' historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance. These concepts will enable children to ask both theological and philosophical questions, create connections, identify contrasts, examine similarities and have a wider understanding of all beliefs and worldviews.

Theology	Philosophy	Human Sciences
Cause To understand different religious beliefs and worldviews Consequence To identify religious practices within different beliefs To be able to use key terminology accurately To draw similarities and comparisons across different beliefs	Cause To understand the basic ideas about knowledge, truth, right and wrong, religion and the nature and meaning of life. Consequence Use of the philosophical knowledge then supports the application of personal knowledge, making connections between their knowledge and understanding and also their skills.	Cause To understand how individuals and communities practice and interpret their beliefs, and how those beliefs impact their lives and societies. Consequence To explore the lived realities of religions and beliefs, rather than just the official doctrines. To recognise the diverse ways in which people interpret and experience religion, and how these experiences shape their lives and interactions.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Being Special – Where do we belong? (C, M) Community	Why is Christmas special for Christians? (C) Joy/Faith	Why is the word 'God' so important to Chris- tians? (C) Faith	Why is Easter special for Christians? (C) Faith/Compassion	Which stories are special and why? (C, M, J) Community	Why places are special and why? (C, M) Community
Reception	Being Special – Where do we belong? (C, M) Community	Why is Christmas spe- cial for Christians? (C) Faith	Why is the word 'God' so important to Chris- tians? (C) Faith	Why is Easter special for Christians? (C) Faith	Which stories are special and why? (C, M, J) Community	Why places are special and why? (C, M) Community
Year 1	L1.2 Who do Christians say made the world? (C) Faith	L1.3 Why does Christmas matter to Christians? (C) Joy/Faith	L1.7 Who is Jewish and how do they live? (J) Community Persever- ance	L1.1 What do Christians be- lieve God is like? (C) Faith/Trust	L1.10 What does it mean to belong to a faith community? (C, J, NR) Faith Community	L1.9 How should we care for others and for the world, and why does it matter? (C, J. NR) Community
Year 2	L1.4 What is the 'good news' Christians believe Jesus brings? (Double Unit) (C) Joy/Faith	L1.4 What is the 'good news' Christians believe Jesus brings? (Double Unit) (C) Joy/Faith	L1.6 Who is a Muslim and how do they live? (Double unit) (M) Faith/Trust	L1.5 Why does Easter matter to Christians? (C) Faith	L1.6 Who is a Muslim and how do they live? (Double unit) (M) Community/Faith	L1.8 What makes some places sacred to believers? (C, M) Community/Faith Perseverance



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	L2.9 How do festivals and worship show what matters to a Muslim? (M) Faith/Community	L2.2 What is it like for some- one to follow God? (C) Faith/Trust	L2.7 What do Hindu's believe God is like? (H) Faith/Trust	L2.5 Why do Christians call the day Jesus died Good Friday? (C) Faith/Joy Compassion	L2.1 What do Christians learn from the Creation Story? (C) Faith	L2.12 How and why do people try to make the world a better place? (C, H, M, NR) Community/Joy Perseverance
Year 4	L2.3 What is the 'Trinity' and why is it important for Christians? (C) Faith	L2.10 How do festivals and family life show what matters to Jewish people? (J) Community/Faith	L2.8 What does it mean to be a Hindu in Britain today? (H) Community Perseverance	L2.4 What kind of world did Jesus want? (C) Faith	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? (C) Faith/Joy Trust	L2.11 How and why do people mark the significant events of life? (C, M, NR) Community/Joy
Year 5	U2.1 What does it mean if Christians believe God is holy and loving? (C) Faith	U2.3 Why do Christians believe Jesus was the Messiah? (C) Faith/Joy Trust	U2.4 How do Christians decide how to live: 'What would Jesus do?' (C) Faith/Compassion	U2.5 What do Christians believe Jesus did to save people? (C) Faith/Trust	U2.9 Why is the Torah so important to Jewish people? (J) Faith/Perseverance Compassion	U2.10 What matters most to Humanists and Christians? (C, NR, M, J) Compassion
Year 6	U2.2 Creation and Science- conflicting or comple- mentary? (C) Faith/Hope	U2.6 For Christians, what kind of King is Jesus? (C) Compassion/Faith	U2.8 What does it mean to be Muslim in Britain today? (M) Faith	Additional Unit How can following God bring freedom and jus- tice? (C) Compassion/Faith Trust	U2.7 Why do Hindu's want to be good? (H) Faith/Perseverance	U2.11 Why do some people believe in God and some people not? (C, NR) U2.12 How does faith help people when life gets hard? (C, M, J, H, S, NR) Faith



Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Enquiry Question	Being Special – Where do we belong? (C, M)	Why is Christmas special for Chris- tians? (C)	Why is the word 'God' so important to Chris- tians? (C)	Why is Easter special for Christians? (C)	Which stories are spe- cial and why? (C, M, J)	Why places are special and why? (C, M)	
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy	
Substantive Concepts	By the end of Early Years, pupils will: Encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. Be able to listen to and talk about stories. Be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. Ask questions and reflect on their own feelings and experiences. Use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.						
Key Vocabulary	Raksha Badham Welcome Love Special Rakhi Muslims Hindus Christians Jesus Baptism		Christians God Creation Adam Eve Bible Parable Precious Jesus Pearl		Christians Bible Muslims Torah Believer Text Stories Jews Qur'an Sepcial	Bible Mosque Imam Qur'an Vicar Christians Pilgrimage Muslims Holy Church	
Disciplinary Concepts	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	
Experiential Knowledge Our Church Our Community Visit / Place / Person							
Protected Characteristics	Race Religion and belief	Race Religion and belief	Religion and belief	Race	Race Religion and belief	Race Religion and belief	



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	Being Special – Where do we belong? (C, M)	Why is Christmas spe- cial for Christians? (C)	Why is the word 'God' so important to Chris- tians?	Why is Easter special for Christians? (C)	Which stories are spe- cial and why? (C)	Why places are special and why? (C, M)
Question	(5),	(5)	(C)		(0)	(5,,
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Substantive Concepts	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious be- liefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious be- liefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious be- liefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs
Key Vocabulary	Raksha Badham Welcome Love Special Rakhi Muslims Hindus Christians Jesus Baptism		Christians God Creation Adam Eve Bible Parable Precious Jesus Pearl		Christians Bible Muslims Torah Believer Text Stories Jews	Bible Mosque Imam Qur'an Vicar Christians Pilgrimage Muslims Holy Church
Disciplinary Concepts	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences
Experiential Knowledge Our Church Our Community Visit / Place / Person						
Protected Characteristics	Race Religion and belief	Race Religion and belief	Race Religion and belief	Race Religion and belief	Race Religion and belief	Race Religion and belief

1724	of the Printer
E	4
5	1
1	W.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	L1.2 Who do Christians say made the world? (C)	L1.3 Why does Christmas matter to Christians? (C)	L1.1 What do Christians be- lieve God is like? (C)	L1.7 Who is Jewish and how do they live? (J)	L1.10 What does it mean to belong to a faith community? (C, J, NR)	L1.9 How should we care for others and for the world, and why does it matter? (C, J. NR)
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Substantive Concepts	Make sense of religious and non-religious be- liefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious be- liefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious be- liefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious be- liefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious be- liefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious be- liefs Understand the impact and significance of reli- gious and non-religious beliefs
Key Vocabulary (On Knowledge Organiser)	Creation World Belief Thank Harvest God Believe Bible Genesis Praise	Incarnation Jesus Mary Joseph Shepherds Advent Secular Religious Birth Celebration	Holy Forgivable Prodigal Worship Nineveh Loving Father Parable Jonah God	Synangogue Torah Jewish Mezuzah Shabbat Shema God Chanukah Jonah Driedel Star of David	Community Muhammad Allah Shabbat Icthus Faith Wedding Baptism Aqiqah Parable	Community World Pslam Stewardship Love Genesis Religious Non-religious Christian Jewish
Disciplinary Concepts	Theology Philosophy Human Sciences					
Experiential Knowledge Our Church Our Community Visits / Places / People						
Protected Characteristics	Race Religion and belief	Race Religion and belief	Race Religion and belief	Race Religion and belief	Disability Race Religion and belief Age	Disability Race Religion and belief Age

	CE Pring	
1	4	· Co
5	*	ì
1	V	1

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	What is the 'good news' Christians believe Jesus brings? (Double Unit) (C)	What is the 'good news' Christians believe Jesus brings? (Double Unit) (C)	Who is a Muslim and how do they live? (Double unit) (M)	Why does Easter matter to Christians?	Who is a Muslim and how do they live? (Double unit) (M)	What makes some places sacred to believers? (C, M)
St Thomas' Value	Compassion & Trust		Perseverance	Faith	Community	Joy
Substantive Concepts	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs
Key Vocabulary (On Knowledge Organiser)	Peace Disciples Christians Jesus Apostles Tax collector Fishermen Matthew Forgiveness	Peace Disciples Christians Jesus Apostles Tax collector Fishermen Matthew Forgiveness	Muslim Prophet Shahadah Ramadan Allah Tawhid Islam Salah Zakah Hajj	God Salvation Saviour Resurrection Eternal Life Secular Easter Worship Good Friday Religious	Muslim Prophet Shahadah Ramadan Allah Tawhid Islam Salah Zakah Hajj	Jewish Holy Christian Palce Of Worship Muslim Community Sacred Worship Church Mosque Synangogue Shabbat
Disciplinary Concepts	Theology Philosophy Human Sciences					
Experiential Knowledge Our Church Our Community Visits / Places / People						
Protected Characteristics	Race Religion and belief					



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	How do festivals and worship show what matters to a Muslim?	What is it like for someone to follow God?	What do Hindu's be- lieve God is like?	Why do Christians call the day Jesus died Good Friday?	What do Christians learn from the Creation Story?	How and why do peo- ple try to make the world a better place?
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Substantive Concepts	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs
Key Vocabulary (On Knowledge Organiser)	Prophet Muhammad Allah Fasting Tawhid Qur'an Salah Ramadan Sawm Eid	Prophets Abram Noah Wedding Old Testament Promise Abraham Covenant Righteous Christians	Hindu Brahman Deity Namaste Shiva Aum Atman Lakshmi Vishnu Brahma	Creation Catholic Big Story Responsibility Sin Fall Temptation Genesis Steward Interpret	Tikkun Olam Jewish Christian Muslim Zakat Stewardship Steward Salvation Humanist Golden Rule	Salvation Jerusalem Resurrection Forgiveness Crucifixion Palm Sunday Disciples Sin Easter Calvary
Disciplinary Concepts	Theology Philosophy Human Sciences					
Experiential Knowledge Our Church Our Community Visits / Places / People						
Protected Characteris- tics	Race Religion and belief					



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	What is the 'Trinity' and why is it im- portant for Chris- tians?	How do festivals and family life show what matters to Jewish people?	What does it mean to be a Hindu in Britain today?	What kind of world did Jesus want?	For Christians, when Jesus left, what was the impact of Pentecost?	How and why do peo- ple mark the significant events of life?
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Substantive Concepts	Make sense of religious and non-religious beliefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of reli- gious and non-religious beliefs
Key Vocabulary (On Knowledge Organiser)	Trinity Holy Spirit Messiah John the Baptist Believer's Baptism Father Jesus Scripture Infant Baptism Denomination	Freedom Torah Shabbat Rosh Hashanah Yom Kippur Orthodox Pesach Shema Progressive Forgiveness	Hindu Puja Ramayana Shrine Rama Dharma Deity Mandir Diwali Sita	Jesus Disciples Follower Clergy Galiliee Vicar Parable Samaritan Gospel Evangelist	Pentecost Holsy Spirit Disciples Lord's Prayer Baptised Tongues Acts Trinity Apostles	Significant Journey Baptism Commitment Marriage Bar Mitzvah Bat Mitzvah Ceremony Wedding Sacred Thread
Disciplinary Concepts	Theology Philosophy Human Sciences					
Experiential Knowledge Our Church Our Community Visits / Places / People						
Protected Characteristics	Race Religion and belief					



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	What does it mean if Christians believe God is holy and lov- ing?	Why do Christians believe that Jesus was the Messiah?	Christians and how to live: 'What would Je- sus do?'	What difference does the resurrection make to Christians? (What do Christians believe Jesus did to save people?)	Why is the Torah so important to Jewish people?	What matters most to Humanists and Chris- tians?
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Substantive Concepts	Make sense of religious and non-religious beliefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of religious and non-religious beliefs
Key Vocabulary (On Knowledge Organiser)	Christian Holy Omnipresent Omniscient Omnipotent Believer Eternal Loving Isaiah John Testament	Messiah Incarnation Saviour Immanuel Micah Theological Prophecy Gospel Prophet Isaiah	Gospel Theology Luke Matthew Mark Interpretation Leprosy Christlike Parables Commandments	Salvation Resurrection Interpret Sacrifice Biblical Theological Gospel Eternal Life Incarnation Funeral	Torah Sefer Torah Orthodox Pesach (Passover) Synagogue Kosher Progressive Kashrut Secular	Humanist Belief Moral Golden Rule Humanism Worldview Christian Values Authority Non-religious
Disciplinary Concepts	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences	Theology Philosophy Human Sciences
Experiential Knowledge Our Church Our Community Visits / Places / People						
Protected Characteristics	Race Religion and belief	Race Religion and belief	Race Religion and belief	Race Religion and belief	Race Religion and belief	Race Religion and belief



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	Creation and Science- conflicting or complimentary?	For Christians, what kind of King is Jesus?	What does it mean to be Muslim in Britain today?	How can following God bring freedom and justice?	Why do Hindus want to be good?	Why do some people believe in God and some people not?
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Substantive Concepts	Make sense of religious and non-religious beliefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of reli- gious and non-religious beliefs	Make sense of religious and non-religious beliefs Understand the impact and significance of reli- gious and non-religious beliefs
Key Vocabulary (On Knowledge Organiser)	Christian Science Genesis Torah Big Bang Theory Complementary Creation Literal Creator Conflicting Interpretation Theory	Parable Kingdom Forgiving Salvation Unforgiving Banquet Inheritance Social Unjust Biblical	Muslim Ibadah Submission Ramadan Shahada Salah Sawm Zakah Haji Pilgrimage	People of God Children of Israel Freedom Justice Moses Exodus Slavery Egypt Pharoah Rescue	Dharma Samsara Reincarnation Atman Duty Karma Moksha Brahman Ahimsa	Theist Atheist Psychology Psychologist Evidence Agnostic Humanist Philosophy Reason Theologian
Disciplinary Concepts	Theology Philosophy Human Sciences					
Experiential Knowledge Our Church Our Community Visits / Places / People						
Protected Characteristics	Race Religion and belief					