

RE at Meadows First School (Vision and Ethos)

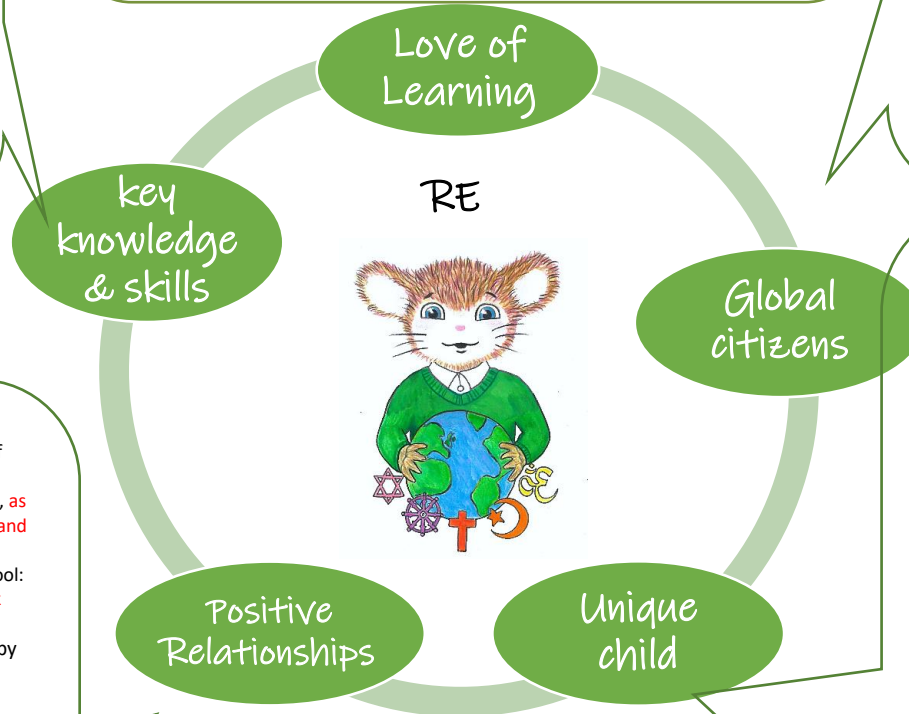
The 5 principles of our curriculum are: **Unique Child, Positive Relationships, Key Knowledge & Skills, Love of Learning, Global Citizens** We embed these 5 principles within our **RE Curriculum** as follows:

We equip children with the **RE skills, vocabulary and knowledge** necessary for the next stage of their learning journey. Knowledge and skills are sequential and built upon to develop progress in **RE** across the school. Vocabulary development plays a vital role in this. We want children to be able to **use RE as a means for communication and to use language skilfully when sharing their ideals, beliefs and views, knowing that they will be accepted and celebrated within each class and building upon this as they progress through school and are exposed to a rich cultural capital of wider views and beliefs alongside their own.**

Our **theme-based, literature rich** curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital in **RE**.
For example, Over their time in school, our children are given the opportunity to explore places of worship, for example, Years 1-4 visit All Saints C of E Church at Christmas, Year 4 visit a local Methodist Church (Bromsgrove Methodist). Year 1 visit Worcester Cathedral as part of their History topic. We also celebrate our community cohesion by taking children to perform carol services at the local care homes.
 We want children to develop a thirst for learning by using memorable and purposeful learning experiences. **For example, children within the Early Years explore Diwali through music and dance workshops, linked closely with PE.**

We want our children to use the vibrancy of our great country, to learn from other cultures, respect diversity, and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This feeds into the **RE** curriculum- **eg. Years 1-4 attend a collective worship assembly (Open the Book) weekly. Where the children are exposed to a variety of religious stories, with opportunities to join in with dramatizing these.**
 We want children to feel empowered to make a difference and affect changes as **global citizens** to their community and the world in which they live. **E.g children are exposed and encouraged to learn about a wide range of world views and religions and think critically, building tolerance and respect for differing opinions. This is encouraged through a P4C delivery.**

The **RE** curriculum at Meadows supports the development of positive, respectful relationships. We encourage children to work together in **RE**, supporting and encouraging each other, **as well as promoting open, respectful and tolerant discussions and actions.** We enable parents to support their children by involving them in their education and inviting them into school: **Parents are invited to join during Assemblies, Open the Book Carol Services and Christmas Nativities.**
 Life in 21st Century Britain can be busy and stressful and by allowing children time to be immersed in **RE** and explore the richness of the world around them can aid wellbeing and reduce stress **by being mindful and taking time to reflect, building upon a self-worth and value, encompassing a sense of belonging and peace.**
 We know how to keep ourselves safe in **RE** by being mindful, respectful, tolerant and aware of a variety of world views within our local community as well as the wider world. **As well as feeling safe to express our own beliefs, values and ideals.**



At Meadows First School we can all become **caring and reflective!**
 We develop the holistic child, acknowledging their unique needs and ensuring all children are able to access the **RE** curriculum. **EG: Each class celebrates the diversity amongst themselves by learning and exploring about the special times and celebrations across the year of the multi faiths within our school.**
 Children use meadows Mouse to develop lifelong learning habits to be;
Enthusiastic: to be exposed to a variety of worldly experiences, exploring religion through, food, dance, art, literature and engaging artefacts. During Diwali, the children within the Early Years have opportunities to play with traditional Rama and Sita dolls.
Determined: We encourage a growth mindset, with high expectations, so children are **proud to share and talk about how we are the same and different and celebrate the diversity within our community.**
Focused: We want them to have no ceiling to their achievements and to grow up **reflective, respectful and tolerant of world views, beliefs and opinions and to be confident to have and practice their own beliefs.**
Organised: We aim for our children to be independent and confident to use equipment safely as well as selecting the right equipment for the right piece of work.
 We are proud of what we can achieve!

	EYFS	Year 1	Year 2	Year 3	Year 4
AF1: Thinking about religion and belief	<ul style="list-style-type: none"> Be exposed to religious, spiritual and moral stories of world religions, building upon a cultural capital. 	<ul style="list-style-type: none"> Recall features of religious, spiritual and moral stories and other forms of religious expression Recognise and name features of religions and beliefs 	<ul style="list-style-type: none"> Retell religious, spiritual and moral stories Identify how religion and belief is expressed in different ways Identify similarities and differences in features of religions and beliefs 	<ul style="list-style-type: none"> Make links between beliefs, stories and practices Identify the impacts of beliefs and practices on people's lives Identify similarities and differences between religions and beliefs 	<ul style="list-style-type: none"> Comment on connections between questions, beliefs, values and practices Describe the impact of beliefs and practices on individuals, groups and communities Describe similarities and differences within and between religions and beliefs
AF2: Enquiring, investigating and interpreting	<ul style="list-style-type: none"> Through the above exposure begin to build an awareness of religious expression drawing upon their first experience of special times. 	<ul style="list-style-type: none"> Identify what they find interesting in life. Recognise symbols and other forms of religious expression 	<ul style="list-style-type: none"> Recognise that some questions about life are difficult to answer. Ask questions about their own and others' feelings and experiences. Identify possible meanings for symbols and other forms of religious expression 	<ul style="list-style-type: none"> Investigate and connect features of religions and beliefs. Ask significant questions about religions and beliefs Describe and suggest meanings for symbols and other forms of religious expression. 	<ul style="list-style-type: none"> Gather, select, and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.
Beliefs and teachings (what people believe)	<p>Children will be exposed to a cultural capital. Engaging and exploring festivals of the world.</p> <ul style="list-style-type: none"> Recognise and describe special times and events for family and friends. (PC 30-50 Months UOW) Enjoys joining in with family customs and routines. (PC 40-60+ Months UOW) 	<p>Children begin to recall and name different beliefs and main festivals associated with religions.</p> <ul style="list-style-type: none"> Children can describe the main festivals of a religion. 	<p>Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals.</p> <ul style="list-style-type: none"> Children can describe the main beliefs of a religion. 	<p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions.</p> <ul style="list-style-type: none"> Children expand on their knowledge of world religions from KS1. 	<p>Children can describe the key teachings and beliefs of a religion</p> <ul style="list-style-type: none"> Children can begin to compare the main festivals of world religions. Children Can refer to religious figures and holy books.
Practices and lifestyles (what people do)	<p>Children will be encouraged to share special times and celebrations from home. This will be encouraged through Tapestry and parental involvement.</p> <ul style="list-style-type: none"> Recognise and describe special times and events for family and friends. (PC 30-50 Months UOW) 	<p>Children begin to reflect on their own experiences of attending ceremonies.</p> <ul style="list-style-type: none"> Children can explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; 	<p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion.</p> <ul style="list-style-type: none"> Children can recognise, name and describe religious artefacts, places and practices. Children can observe when practices and rituals are 	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning.</p> <p>Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve.</p>	<p>Children begin to discuss and present thoughtfully their own and others' views.</p> <p>Children also explore pilgrimages as a part of a religious life.</p> <ul style="list-style-type: none"> Children can identify religious artefacts and how they are involved in daily practices and rituals; Children can describe religious buildings and how they are used; Children can explain religious ceremonies

	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. (PC 40-60+ Months UOW) 		<p>featured in more than one religion or lifestyle.</p>	<ul style="list-style-type: none"> • Children can identify religious artefacts and how they are involved in daily practices and rituals; • Children can describe religious buildings and how they are used; • Children can explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. 	<p>and rituals and their importance for people's lives and sense of belonging.</p>
<p>Expression and language (how people express themselves)</p>	<p>Children begin to express feelings and use simple sentences to begin to identify and feel a sense of belonging.</p> <ul style="list-style-type: none"> • They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. ELG PC: UOW 	<p>Children explore a range of sources of wisdom and the traditions from which they come.</p> <ul style="list-style-type: none"> • Children can learn the name of important religious stories. 	<p>Children can suggest some meanings to religious stories.</p> <p>Children begin to recognise different symbols and how they express a community's way of life.</p> <ul style="list-style-type: none"> • Children Can: a name religious symbols and the meaning of them; • Children can retell religious stories and suggest meanings in the story. 	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication.</p> <ul style="list-style-type: none"> • Children can begin to identify religious symbolism in different forms of art and communication. • Children can look at holy texts and stories, explaining meaning in a story. 	<p>Children then move on to exploring a range of beliefs, symbols and actions to express meaning.</p> <p>Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <ul style="list-style-type: none"> • Children can begin to identify religious symbolism in different forms of art and communication. • Children can look at holy texts and stories, explaining meaning in a story. • Children can express their beliefs in different forms, with respect for others' beliefs and in comparing beliefs.
<p>Identity and experience (making sense of who we are)</p>	<p>Children are encouraged to share their first hand experiences, through a variety of media.</p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members 	<p>They make links to expressing identity and belonging and what is important to them.</p> <ul style="list-style-type: none"> • Children can identify things that are important in their lives. • Children can understand that there are similarities and differences between people. 	<p>Children look at how an appreciation of religion plays an important role in the lives of some people.</p> <ul style="list-style-type: none"> • Children can identify things that are important in their lives. • Children can ask questions about the puzzling aspects of life. • Children can understand that there are similarities and differences between people. 	<p>Children further explore how an appreciation of religion plays an important role in the lives of some people.</p> <p>They notice and respond sensitively to different views.</p> <ul style="list-style-type: none"> • Children can understand that personal experiences and feelings can influence their attitudes and actions. • Children understand that there are similarities and differences between people and respect those differences. 	<p>They make links to expressing identity and belonging, including links to communities they may belong to.</p> <p>They notice and respond sensitively to different views.</p> <ul style="list-style-type: none"> • Children can offer suggestions about why religious and non-religious leaders and followers have acted the way they have. • Children can ask questions that have no agreed answers, and offer suggestions as answers to those questions
<p>Values and commitments (making sense of right and wrong)</p>	<p>Children develop a sense of belonging within each class and are able to follow the rules and routines as part of this.</p> <ul style="list-style-type: none"> • They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. ELG PC: UOW 	<p>Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p> <ul style="list-style-type: none"> • Children can explain how actions can affect other people. • Children can understand that they have their own choices to make and begin to understand the concept of morals. 	<p>Children look at and appreciate how, many people's values are an important aspect of their lives.</p> <p>Children look at religious stories to understand actions and consequences.</p> <ul style="list-style-type: none"> • Children can look at how values affect a community and individuals. • Children can understand that they have their own choices to make and begin to understand the concept of morals. 	<p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives.</p> <p>Children begin to understand the concept of shared values and how a community can use shared values.</p> <ul style="list-style-type: none"> • Children can make informed choices and understand the consequences of choices. • Children can discuss and give opinions on morals and values, including their own. 	<p>They make links to responsibility and citizenship and choices they make affecting their lives.</p> <p>Children begin to understand the concept of shared values and how a community can use shared values.</p> <ul style="list-style-type: none"> • Children can describe how shared values in a community can affect behaviour and outcomes. • Children can discuss and give opinions on morals and values, including their own.

SKILLS AND PROCESSES TO BE DEVELOPED THROUGH RELIGIOUS EDUCATION

Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher level thinking and more sophisticated skills.

Reflection – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices.

Empathy – this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and seeing issues from their point of view.

Investigation – this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

Interpretation – this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language
- Suggesting meanings of religious texts

Evaluation – this includes:

- Debating issues of religious significance with reference to evidence and argument

Analysis – this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions

Synthesis – this includes:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

Application – this includes:

- Making the association between religion and individual, community, national and international life

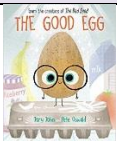


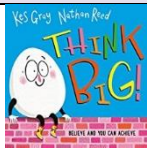

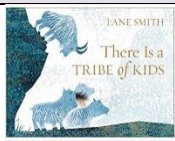
Expression – this includes:

- Explaining concepts, rituals and practices
- Expressing religious views, and responding to religious questions through a variety of media

MEADOWS FIRST SCHOOL LONG TERM PLAN - RE

Intent: With a focus on Meadows curriculum; Unique child, Positive relationships, Key knowledge and skills, Love of Learning, Global Citizens – children will learn

We believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area. Our Religious Education Curriculum also links is closely with Rights and Respecting and Global Citizenship and is delivered partly through P4C.

		Autumn Term		Spring Term		Summer Term	
Implementation		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Well-being		Friendly Me	Safe Me	Unique Me	Calm Me	Active Me	Clever Me
Rights Respecting		I have the right to Friends. Article 15	I have the right to be safe. Article 19.	I have the right to be listened to. Article 12:	I have the right to play and rest. Article 31	I have the right to water/ food. Article 24	The right to a good quality education. Article 28
Year N	Theme	Marvellous Me	Let's Celebrate	Machines	My Wonderful World - people	My Wonderful World - Nature	Fantasy Fun
	Focus-skills/knowledge	 <p>Having your own ideas, values and beliefs.</p> <p>Accepting others.</p> <p>Taking time for yourself (spiritually/wellbeing)</p> <p>HARVEST</p>	 <p>Accepting Others</p> <p>Celebrating Others</p> <p>Identifying the same/different (P4C)</p> <p>DIWALI REMEMBERANCE EID CHRISTMAS</p>	 <p>Exploring right and wrong.</p> <p>Being able to respectfully disagree.</p> <p>Emotional Regulation.</p>	 <p>Being able to change their mind (ideas, values and beliefs).</p> <p>High aspirations.</p> <p>Citizenship</p> <p>EASTER</p>	 <p>Sharing Worries</p> <p>Hope</p> <p>Family and Community.</p> <p>Sense of Belonging.</p>	 <p>Celebrating Community</p> <p>Identifying the same/different (P4C)</p> <p>Rights and Respecting</p> <p>EID</p>

	Significant person	God	Jesus Rama and Sita Mohammed	Nian and Chinese Lions	Jesus/God	Heroes People who help us	Mohammed
	Activity	<ul style="list-style-type: none"> Circle times and discussions. Transition Mindful Mondays Friendly Friday 	<ul style="list-style-type: none"> Diwali Puppets Christmas Nativity Remembrance Art 	<ul style="list-style-type: none"> Circle times and discussions Dilemma led teaching Role-Play 	<ul style="list-style-type: none"> Circle times and discussions 	<ul style="list-style-type: none"> Circle times and discussions Outside Visitors 	<ul style="list-style-type: none"> Circle times and discussions
Year R	Theme	Marvellous Me Where the Wild Things Are	Marvellous me	Around the world & beyond (part 1)	Around the world & beyond (part 2)	Once upon a tale	All creatures great & small
	Focus-skills/knowledge	Talk about family Share Marvellous Me boxes	Respecting other cultures. Diwali, Christmas. Remembrance	Chinese New Year. Respect other cultures. They show sensitivity to others' needs and feelings		Understand that life was different in the past. They are confident to speak in a familiar group, will talk about their ideas	
	Significant person	Family – Main Carer	Jesus Rama and Sita Mohammed	Jade Emperor		Grandparents	
	Activity	<ul style="list-style-type: none"> Marvellous Me Boxes Tapestry Circle times and discussions 	<ul style="list-style-type: none"> Diwali Dance (PE Link) Nativity Remembrance Art 	<ul style="list-style-type: none"> Chinese Story Retell Chinese Food Chinese Art 		<ul style="list-style-type: none"> Artefact exploration. Circle times and discussions 	
	Theme	Making SENSE of our world	Memory box	Bin It in Bromsgrove	Paws Claws and Whiskers	Let's Explore (Africa & the Potting Shed)	Magic and Mystery
	Focus-skills/knowledge	HARVEST CARING FOR OTHERS	GIFTS AND GIVING TOPICS How is Christmas Celebrated.	FRIENDSHIP	EASTER + PARABLES	PLACES OF WORSHIP	RELIGION AND RITUALS

Year 1			How is Eid al Fitr Celebrated.				
	Significant person	God (Christianity/Judaism)	Jesus Mohammed Father Christmas	The Wind and the Moon (Buddhism) The Deer and the Crow (Hinduism) David and Jonathan (Christianity)	Jesus	Vishnu, the Preserver. ...	Imams Gurus
	Activity https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-religious-education-primary-teaching-resources/year-one	<ul style="list-style-type: none"> Raksha Bandhan. The Good Samaritan Langar Be My Guest The Monkey King 	<ul style="list-style-type: none"> What Is Christmas? How Is Christmas Celebrated Christmas Presents What Is Eid al-Fitr? How Is Eid al-Fitr Celebrated? Eid al-Fitr Presents 	<ul style="list-style-type: none"> How Can I Be a Good Friend? 3. The Wind and the Moon (Buddhism) 4. The Deer and the Crow (Hinduism) 5. David and Jonathan (Christianity) 6. 12 Special Friends (Christianity) 	<ul style="list-style-type: none"> Palm Sunday Maundy Good Friday Surprises Easter Sunday How is Easter Celebrated 	<ul style="list-style-type: none"> What Is a Place of Worship? Jewish Synagogue Hindu Christian Why Are Places of Worship Important? 	<ul style="list-style-type: none"> What Is a Ritual? Salat Puja Holy Communion Comparing Our Own Ritual
Year 2	Theme	Oh I do like to be Beside the Seaside	Disgusting sandwiches	Chocolate – That’s Not fair!	Dungeons & dragons, Kings & Castles	Go Wild! Plants and Animals	Land Ahoy
	Focus-skills/knowledge	Places of Worship	Light and Dark	Nature and God	Beginnings and Endings	Rules and Routines	Ceromnies
			Christmas and Christian symbols (cathedral))		Open the Book Theme	Open the Book Theme	How we should care for others and the world and why it matters.
					Lent and the Easter Story	What can we learn from sacred books?	
	Significant person	<ul style="list-style-type: none"> Imam Vicar Bishop Guru 	<ul style="list-style-type: none"> Maccabee Brothers 	<ul style="list-style-type: none"> God 		<ul style="list-style-type: none"> Moses Abraham 	<ul style="list-style-type: none"> Guru Nanak
	Activity https://www.twinkl.co.uk/search?term=re+overview	<ul style="list-style-type: none"> Special Places What Is It Like to Visit a Mosque? Visiting a Gurdwara The Shape of Buddhist Temples Creating as special place Visiting a Special Place (Worcester Cathedral) AU2 	<ul style="list-style-type: none"> Advent at Christmas Christmas Rama and Sita Light Over Darkness Hanukkah The Maccabee Brothers 	<ul style="list-style-type: none"> Creation Story 1 (Christianity) Creation Story 2 (Christianity) Sukkot (Judaism) Prince Siddhartha and the Swan (Buddhism) The Boy Who Threw Stones at Trees (Islam) 	<ul style="list-style-type: none"> Thinking about Beginnings and Vaisakhi Naam Baptism Easter Marking My Own Beginning or Ending 	<ul style="list-style-type: none"> School Rules and Routines The Ten Commandments (Christianity and Judaism) Shabbat (Judaism) The Five Pillars (Islam) The 5 Ks (Sikhism) 	<ul style="list-style-type: none"> What Is a Ceremony? Aqiqah (Islam) Bar/Bat Mitzvah (Judaism) Dastar Bandi (Sikhism) Hindu Wedding (Hinduism) Planning a Ceremony

						<ul style="list-style-type: none"> Making Decisions (humanism) 	
Year 3	Theme	The Stone Lion (Stone Age)	Can I run Faster Than USAIN BOLT	FORCES & MAGNETS	Rocks & soils The Earth Beneath us	<ul style="list-style-type: none"> Romans 	We can make a difference to our World
	Focus-skills/knowledge	<p>Living:</p> <p>L2.7 What does it mean to be a Hindu in Britain today?</p> <p>Believing:</p> <p>L2.1 What do different people believe about God?</p> <p>Beliefs about right and wrong</p> <p>Christian Rules</p> <p>Diwali</p>	<p>Expressing:</p> <p>L2.5 Why are festivals important to religious communities?</p> <p>Christmas theme: Light</p> <p>Hindu and Christian festivals</p>	<p>Believing:</p> <p>L2.1 What do different people believe about God?</p> <p><i>Christian focus and either or both Hindus and Muslims</i></p>	<p>Expressing:</p> <p>L2.5 Why are festivals important to religious communities?</p> <p><i>Easter focus possibly an RE week</i></p>	<p>Expressing:</p> <p>L2.4 Why do people pray?</p> <p>Link to: Thursday</p> <p>May 30, 2019</p> <p>Ascension of Jesus</p>	<p>Believing:</p> <p>L2.2 Why is the Bible so important for Christians today?</p> <p>Living:</p> <p>L2.7 What does it mean to be a Christian in Britain today?</p>
	Significant person	<ul style="list-style-type: none"> Hindu Gods Hindu Goddesses Moses Jesus 	<ul style="list-style-type: none"> Jesus God 	<ul style="list-style-type: none"> Prophet Mohammad 	<ul style="list-style-type: none"> Jesus 		
	Activity	<ul style="list-style-type: none"> Main Beliefs Special Places Special Festivals Holy Book Symbols and Meanings <p>https://www.twinkl.co.uk/search?term=re+overview</p>	<ul style="list-style-type: none"> Mary and Joseph The Journey A Baby is Born The Shepherds A New Star King Herod 	<ul style="list-style-type: none"> Who and Where Main Beliefs Special Special Festivals Holy Book Symbols and Meanings 	<ul style="list-style-type: none"> The Easter Story The Last Prayer Maximilian Kolbe The Cross and the Resurrection New Life 	See Worcestershire Syllabus	See Worcestershire Syllabus
Year 4	Theme	Saxon survivors	Switch it Off (energy) & The Iron Man	SOS (Save Our Seas) (Polar Explorers/ Rainforests)	Beautiful Bromsgrove	Achievers and Inventors	Plants and Light
	Focus-skills/knowledge	<p>Food and Fasting</p> <p>Children explore roles of food in different religions.</p>	<p>People of faith</p> <p>Children learn about key characters from different religion.</p>	<p>Identity and Belonging</p> <p>Children look at their own identity and the community they belong too.</p>	<p>The Bible</p> <p>Children look at the bible in Christianity.</p>		<p>Buddhism</p> <p>Children look at different aspects of the Buddhist Faith.</p>

			Article 14 Why Jesus is inspiring to some people?	Article 8. Why do some people think that life is a journey?			
Significant person	<ul style="list-style-type: none"> • The prophet Mohammad 	<ul style="list-style-type: none"> • Malala Yousafzai • Dalai Lama • Rabbi Jonathan Sacks. • Fauja Singh • Bear Grylls 			<ul style="list-style-type: none"> • Jesus • God 		<ul style="list-style-type: none"> • Buddha
Activity https://www.twinkl.co.uk/search?term=re+overview	<ul style="list-style-type: none"> • How Do We Think about Food? • Religious Rules about Food • Giving Up Food • Fasting • Food for Celebration • Feast 	<ul style="list-style-type: none"> • Malala Yousafzai • Dalai Lama • Rabbi Jonathan Sacks. • Fauja Singh • Bear Grylls • How Do My Beliefs Impact on My Life? 	<ul style="list-style-type: none"> • Buddhist Pilgrimages • Christian Pilgrimages • Hindu Pilgrimages • Muslim • Jewish Pilgrimages • Special Journeys 	<ul style="list-style-type: none"> • What Makes a Text Sacred? • Who Wrote the Bible? • Stories, Songs and Psalms • Speaking in • How Do • What Is Sacred to You? 			<ul style="list-style-type: none"> • The 4 Noble Truths