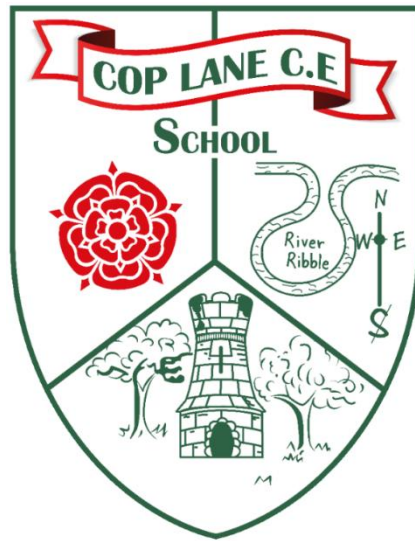


Cop Lane C.E Primary School



RE Policy

Reviewed January 2026

This policy is embedded in our school's mission statement and distinctive Christian vision:

A welcoming Christian community, committed to one another, giving our very best at all times.

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instil a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

'I can do all things through Christ who strengthens me.'
Philippians 4.13

Religious Education in a Church School should be of the highest standard, always striving for excellence, reflecting the school's distinctive Christian character.

Religious Education at Cop Lane C.E. Primary School has a profound effect on the social, moral, spiritual and cultural understanding of our pupils. Through regular and discrete lessons, children develop deeper appreciation for the Christian faith, the impact it has had on the world and its links with other faiths. Through our connection with the Church of England, children will learn the rites, practices and doctrines of the denomination creating a well-rounded and moral Christian character. The principal aim of our RE lessons is to enthuse children with an inquisitive approach helping them to understand and appreciate the beliefs, cultural practices and impact of the Christian church and all the religions of the world while encouraging each individual within the school to reflect on their own personal beliefs.

Cop Lane C.E. Primary School is a Voluntary Aided school. Therefore, the management of Religious Education is a distinctive role of the governors and headteacher. RE must be provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in our school.

Cop Lane C.E. Primary School has adopted the Blackburn Diocesan Board of Education Syllabus for RE which fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2019.

Although Religious Education and Collective Worship naturally compliment and enrich one another, they should be managed separately.

"In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas. Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy."

RE Statement of Entitlement: The Church of England Education Office 2019

At Cop Lane C.E. Primary School the aim of Religious Education is:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

RE Statement of Entitlement: The Church of England Education Office 2019

Appropriate to age at the end of their education in Church schools the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of all faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

RE Statement of Entitlement: The Church of England Education Office 2016

This can be expressed in more detail and distinctively as:

We learn about

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

We learn from

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the stories and teachings of Jesus Christ;
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

Religious Education at Cop Lane C.E. Primary School should also help pupils to:

- learn *about* all faiths, their beliefs, traditions and practices and *from* them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions.

Religious Education at Cop Lane C.E. Primary School should help pupils to:

- reflect theologically and explore the ultimate questions and challenges of life in today's society;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- understand the challenge faced by Christians in today's pluralist and post-modern society;
- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- begin to develop their own commitments, beliefs and values;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with all faiths and traditions;
- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.;

Religious Education at Cop Lane C.E. Primary School should enable:

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- pupils from all faith backgrounds to understand and be encouraged in their faith;
- pupils with no religious background to be given an insight into what it means to be a person of faith;
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

At Cop Lane C.E. Primary School, RE makes a significant contribution to pupils' Spiritual, Moral Social and Cultural Development.

RE and Inclusion

We teach RE to all children, whatever their ability and individual needs. RE forms part of the school's curriculum policy to provide an ambitious, broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs and those who are more able. We take all reasonable steps to achieve this. More information can be found in our SEND policy.

When progress falls significantly outside the expected range or exceeds significantly beyond the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, adaptive teaching – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Resources

RE resources are managed by the subject leader.

These include:

- Bibles
- Biblical support material
- Godly play materials
- Posters
- Multimedia materials

Teachers are also encouraged to both make their own resources, pertinent to the topics they are teaching, and to look online for relevant resources. It is important to remember visitors/ visits can also make an effective contribution to RE and Worship programmes. At Cop Lane, we ensure a range of visitors/ visits to a range of places of worship to support our children's learning.

RE and British Values

The Department for Education has reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated more recently.

At Cop Lane C.E. Primary School, we recognise the importance of teaching our pupils mutual respect and tolerance for those of different or of no faith, and the shared values of Christianity and other major world faiths. This is done through the Blackburn Diocese Board of Education's Questful RE Scheme.

Assessment, Monitoring and Review

The leadership and planning of the RE curriculum are the responsibility of the subject leader, who also supports colleagues in their teaching and monitors and keeps the, informed about current developments in RE. The subject leader attends local network meetings and courses offered by Blackburn Diocese to keep up to date with resources and curriculum development.

The RE subject leader/ SLT will monitor the effectiveness of the RE curriculum by:

- Reviewing RE curriculum to ensure progression and coverage.
- Regularly monitoring pupil work including floor books and ensuring this is in line with the Questful RE Scheme
- Delivering training and support
- Identifying and ordering resources

Right to withdraw

Parents may legally withdraw their children from Religious Education. The worship and Religious Education provided by the school is in accordance with the Church of England Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.

If such a request for withdrawal is made, the Headteacher should explore the reasons for the request and seek to arrive at an accommodation. It may be that only some elements of Religious Education are objected to.

RE Subject Leadership

At Cop Lane C.E. Primary School the RE Subject leaders are Mr I.P. Ashmore and Mrs W. Teague

This policy was adopted by the Governing Body in January 2026.

It will be reviewed again annually and formally reviewed in 2028 or sooner if required.

Signed:

I. P. Ashmore

Cop Lane C of E Primary School – RE Overview 2025-2026

	Autumn Term - Curriculum Focus CAROL SERVICE AT CHURCH THIS TERM – EVENING		Spring Term - Curriculum Focus		Summer Term - Curriculum Focus	
Values	Service	Peace	Trust	Forgiveness	Hope	Thankfulness
	https://questful-re.org.uk/ By following this plan, EYFS will bring a progressive study of Christianity, Islam and Hinduism, which will continue in KS1 and they will encounter Judaism and non-religious World Views.					
Key	Th	Theology involves studying a) how beliefs have changed over time; b) applied theology to different contexts and c) how beliefs relate to each other.				
	Ph	Philosophy involves studying a) how and whether things make sense; b) morality and ethics and c) questions of reality, knowledge and existence.				
	Ss	Social science involves the studying a) exploring diverse ways people practise their beliefs and b) how beliefs impact individuals, communities and societies.				
EYFS (see educational programmes for details)	EYFS 1 Why are we all different and special?	S14 Why do Hindus light candles at Diwali?	EYFS 5 Which stories did Jesus hear as a child?	EYFS 6 Why did Jesus tell stories?	EYFS 9 What makes a place holy or special?	EYFS 11 How do you celebrate special times?
	Th Why do Christians believe God is their heavenly father?	Th Why is the festival of Diwali important to Hindus?	Th Which of the stories do you like best?	Th Where will you find the stories Jesus told?	Th Does everyone go to the same place to worship? Why not?	Th What makes particular days special?
	Ph Why are names important?	Ph How do you feel when you are celebrating something special?	Ph Do you like listening to stories?	Ph What can we learn from Jesus' stories?	Ph Where is your special place?	Ph How are special times celebrated?
	Ss Does everyone agree that God made us?	Ss How do Hindus celebrate Diwali?	Ss Did Jesus go to church? Why not?	Ss Which stories teach about God's love?	Ss Why do some people take off their shoes before entering their place of worship?	Ss Which special times do people of faith celebrate?
	World Faiths and World Views Christianity Pupils will be introduced to the knowledge that Muslims and Jews also share the belief that God is our creator. It could also be appropriate to mention that some people do not believe that God is a creator.	World Faiths and World Views Hinduism	World Faiths and World Views Islam Judaism	World Faiths and World Views Christianity	World Faiths and World Views Christianity Hinduism Islam	World Faiths and World Views Christianity and Festival Days across all World Faiths that are relevant to or of interest to the children.
	EYFS 2 Why do people of faith say thank you to God at harvest time?	EYFS 4 How do Christians celebrate Jesus' birthday?		EYFS 7 Why do Christians believe that Easter is all about love?		
	Th Why do Christians believe God is the creator of everything?	Th Why was Jesus a special baby?		Th Why do Christians believe that Jesus' death on the cross is so important?		
	Ph Why is it important to say thank you?	Ph Which part of the story is most important?		Ph Who do you love?		
	Ss How do Christians say thank you to God at harvest time?	Ss Does everyone celebrate Jesus' birthday the same way?		Ss How do Christians celebrate Easter?		
	World Faith and World Views Christianity	World Faiths and World Views		World Faiths and World Views Christianity		

Cop Lane C of E Primary School – RE Overview 2025-2026

		Christianity				
Books to support	Me and My Family The Story of Creation Harvest n/f celebration books Clever Cub books	The Diwali Gift The Best Diwali Ever Little Glow The Nativity story With Love from God to You The Greatest Journey The Well Good News of Christmas It Begins in Bethlehem Clever Cub books	Stories from the Old Testament Clever Cub books	N.B. This unit may run into summer, depending on the timing of Easter Stories from the New Testament Clever Cub books	Clever Cub books	The Best Eid Ever Clever Cub books

Cop Lane C of E Primary School – RE Overview 2025-2026

	https://questful-re.org.uk/ By following this plan, KS1 pupils will bring a progressive study of Christianity, Islam and Hinduism and they will encounter Judaism and non-religious World Views.										
Key	Th	Theology involves studying a) how beliefs have changed over time; b) applied theology to different contexts and c) how beliefs relate to each other.									
	Ph	Philosophy involves studying a) how and whether things make sense; b) morality and ethics and c) questions of reality, knowledge and existence.									
	Ss	Social science involves the studying a) exploring diverse ways people practise their beliefs and b) how beliefs impact individuals, communities and societies.									
Y1	1:1 How and why do people of faith celebrate and give thanks for the harvest?		1:3 Why do many people give and receive gifts at Christmas?		1:4 What made Jesus special?		1:5 Why do Christians believe Easter is a new beginning?		1:7 How do people of World Faiths welcome new babies?		
	Th	Why is saying thank you to God for the harvest important to people of faith?	Th	Why do Christians believe Jesus was a gift from God?	Th	Why did the wind and waves obey Jesus?	Th	Why do Christians believe Easter is all about new life?	Th	How and why do people of faith say thank you to God for new babies?	
	Ph	Is it important to say thank you?	Ph	What do you enjoy most about Christmas celebrations? Why?	Ph	What does special mean?	Ph	What do you think is the most important part of the Easter story?	Ph	What does it mean to belong?	
	Ss	Why do some people help those who have not had a good harvest?	Ss	How do Christians celebrate Christmas?	Ss	How do Christians show that they believe Jesus was/is special?	Ss	Why do some Christians create an Easter Garden as part of their celebrations?	Ss	How are names chosen?	
	World Faiths and World Views Christianity Hinduism Judaism		World Faiths and World Views Non-religious World Views		World Faiths and World Views Christianity		World Faiths and World Views Christianity		World Faiths and World Views Christianity Hinduism Islam Non-religious World Views		
	1:2 What do people of faith believe about God as creator?										
	Th	Why do people of faith believe God is the Creator?									
	Ph	What do you feel about the wonders of creation?									
	Ss	How do people of faith take care of creation?									
	World Faiths and World Views Christianity Hinduism Islam										

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Key	Th	Theology involves studying a) how beliefs have changed over time; b) applied theology to different contexts and c) how beliefs relate to each other.										
	Ph	Philosophy involves studying a) how and whether things make sense; b) morality and ethics and c) questions of reality, knowledge and existence.										
	Ss	Social science involves the studying a) exploring diverse ways people practise their beliefs and b) how beliefs impact individuals, communities and societies.										
Y2	2:1 Why are Sacred Texts/Holy Books so important to people of faith?		2:2 Why do Christians believe the birth of Jesus was such good news?		2:3 Why did <u>Jesus</u> welcome everyone?		2:4 How do symbols help people to understand the Easter story?		2:5 Why are holy buildings and places important to people of faith?		2:6 What do Christians believe happened at Ascension and Pentecost?	
	Th	Why is a Holy Book/Sacred Text different to all other books?	Th	Why is the good news of the birth of Jesus so important to Christians?	Th	What do these stories reveal about Jesus?	Th	Why is the cross the main symbol of Christianity?	Th	Does God live in a building?	Th	What happened at Pentecost?
	Ph	What makes something holy?	Ph	What makes news good or bad?	Ph	What is a miracle?	Ph	What is a symbol?	Ph	How do you feel when you stand in your special place?	Ph	How does it feel when we say good-bye?
	Ss	How do people of faith treat and read their Holy Books?	Ss	How do Christmas celebrations reflect the Christian belief that Jesus is good news?	Ss	What did Jesus want his followers to learn from his behaviour?	Ss	How do Easter celebrations and symbols show what Christians believe?	Ss	Why do people of faith gather in holy places/buildings?	Ss	
	World Faiths and World Views Christianity Islam Judaism		World Faiths and World Views Christianity		World Faiths and World Views Christianity		World Faiths and World Views Christianity		World Faiths and World Views Christianity Hinduism Islam Judaism Non-religious World Views		World Faiths and World Views Christianity	

Cop Lane C of E Primary School – RE Overview 2025-2026

	https://questful-re.org.uk/ By following this plan, LKS2 pupils will make a progressive study of Christianity, Islam and Hinduism and Judaism and non-religious. They will encounter Buddhism, Sikhism and non-religious World Views.										
Key	Th	Theology involves studying a) how beliefs have changed over time; b) applied theology to different contexts and c) how beliefs relate to each other.									
	Ph	Philosophy involves studying a) how and whether things make sense; b) morality and ethics and c) questions of reality, knowledge and existence.									
	Ss	Social science involves the studying a) exploring diverse ways people practise their beliefs and b) how beliefs impact individuals, communities and societies.									
Y3	Th	3:5 Is the 'golden rule' agreed by everyone?	Th	3:2 Why do Christians believe Jesus was 'God with us'?	Th	3:3 How did/does <u>Jesus</u> change lives?	Th	3:4 Is the cross a symbol of sadness or joy?	Th	3:1 What is the role of a faith leader who has been called by God?	S Unit 5
	Th	Do people of faith share the same rules?	Th	What do Christians believe is the reason God sent Jesus to be present on earth?	Th	Why did/does <u>Jesus</u> change lives?	Th	Is Good Friday the end or the beginning?	Th	In what ways does God call people?	Th
	Ph	What would happen if there were no rules/laws?	Ph	How is it possible for God to be present on earth?	Ph	What does 'change' mean?	Ph	Is it possible to describe an event such as Easter as simply sadness and joy?	Ph	Who has/or could be called by God?	Ph
	Ss	Which rules do people live by?	Ss	In what ways do Christians believe they can be the presence of Jesus in the world today?	Ss	What happens when Jesus changes a person's life?	Ss	How do church services held during Holy Week and Easter reflect the sadness and the joy?	Ss	What are the similarities and differences between the role and daily lives of faith leaders?	Ss
	World Faiths and World Views Buddhism Christianity Islam Non-religious World Views Sikhism		World Faiths and World Views Christianity		World Faiths and World Views Christianity		World Faiths and World Views Christianity		World Faiths and World Views Christianity Islam Judaism		

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	Ss	Social science involves the studying a) exploring diverse ways people practise their beliefs and b) how beliefs impact individuals, communities and societies.									
Y4	4:1 Which values are considered important by people of faith?		4:2 Why is light an important symbol in World Faiths?		4:3 Why do Christians believe Jesus is the son of God?		4:4 Easter: A story of betrayal or trust?		4:5 Why are holy buildings and places important to people of faith?		
	Th	Is there a difference between human values and faith values?	Th	Why do people of faith light candles?	Th	Where did Jesus' power and authority come from?	Th	How do the events in the Easter story reveal Christian beliefs about trust and forgiveness?	Th	Why are there similarities and differences between places of worship?	
	Ph	What values do you consider important?	Ph	Why is light such a powerful symbol?	Ph	How do these stories reveal Jesus to be the son of God?	Ph	Who thinks the value of forgiveness is important? Why?	Ph	Are all places of worship the same? Why not?	
	Ss	Who decides the values we live by?	Ss	In what ways do the actions of Christians show the light of Jesus in the world today?	Ss	In what ways does the keeping of Shabbat affect the lives of Jews and Christians?	Ss	In what ways can trust and forgiveness challenge the lives of believers?	Ss	Why are certain buildings and places important to some people and not others?	
	World Faiths and World Views Christianity Hinduism Islam Non-religious World Views Sikhism		World Faiths and World Views Christianity Hinduism Judaism		World Faiths and World Views Christianity Judaism		World Faiths and World Views Christianity Hinduism Islam Judaism Sikhism		World Faiths and World Views Christianity Hinduism Islam		
	4:6 What is prayer?										
	Th	Why do people of faith pray?									
	Ph	What is prayer?									
	Ss	How do people of faith pray?									
	World Faiths and World Views Buddhism Christianity Hinduism Islam Judaism										

Cop Lane C of E Primary School – RE Overview 2025-2026

		https://questful-re.org.uk/ By following this plan, UKS2 pupils will make a progressive study of Christianity, Islam and Hinduism and Judaism and non-religious. They will encounter Buddhism, Sikhism and non-religious World Views.										
Key	Th	Theology involves studying a) how beliefs have changed over time; b) applied theology to different contexts and c) how beliefs relate to each other.										
	Ph	Philosophy involves studying a) how and whether things make sense; b) morality and ethics and c) questions of reality, knowledge and existence.										
	Ss	Social science involves the studying a) exploring diverse ways people practise their beliefs and b) how beliefs impact individuals, communities and societies.										
Y5	5:1 Why are Sacred Texts/Holy Books so important to people of faith?		5:2 How does the birth of Jesus fit into God's Big Story?		5:3 Why do Christians believe Jesus was a great teacher?		5:4 Why do Christians believe that Easter is a celebration of victory?		5:5 Did she make the right choice?		5:6 Is death an ending or a beginning?	
	Th	What is the connection between the ways in which the Holy Book is treated and how the believer regards the content of the book?	Th	Why are the stories in Matthew and Luke similar/different?	Th	How do Christians use Jesus' stories to Christianity answer the big questions in life?	Th	In what ways is Jesus' death and resurrection a victory?	Th	In which values and beliefs are the actions of the women rooted?	Th	Why are there different beliefs across World Faiths and World Views regarding what happens when we die?
	Ph	Do you need a Bible to be a Christian?	Ph	Why do the two Gospels contain different elements of the story?	Ph	Could the teachings of Jesus inspire people of any World Faith or World View?	Ph	What is Jesus victorious over and why?	Ph	What could I learn from this story?	Ph	What does it mean when someone or something dies?
	Ss	In what ways do the contents of the Sacred Text impact on the life of the believer?	Ss	How do the celebrations reflect the true meaning of Christmas?	Ss	How do teachings of Jesus impact on the lives of believers?	Ss	How do the events and services that take place in churches during Holy Week and Easter reflect the Christian belief that Jesus was victorious?	Ss	Does the context of the story make the choice more or less significant?	Ss	What do funerals and end of life rituals show us about a person's beliefs?
	World Faiths and World Views Christianity Hinduism Islam Judaism Sikhism		World Faiths and World Views Christianity		World Faiths and World Views Christianity		World Faiths and World Views Christianity		World Faiths and World Views Christianity Judaism		World Faiths and World Views Buddhism Christianity Hinduism Islam Non-religious World Views	

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Key	Th	Theology involves studying a) how beliefs have changed over time; b) applied theology to different contexts and c) how beliefs relate to each other.										
	Ph	Philosophy involves studying a) how and whether things make sense; b) morality and ethics and c) questions of reality, knowledge and existence.										
	Ss	Social science involves the studying a) exploring diverse ways people practise their beliefs and b) how beliefs impact individuals, communities and societies.										
Y6	6:1 Under review		6:2 How do Christians prepare for Christmas?		6:3A Why was the Exodus such a significant event in Jewish and Christian history?		6:3 How and why do Christians celebrate the Eucharist?		6:4 Who was Jesus? Who is Jesus?		6:7 How does having faith affect people's lives?	
	Th		Th	What are Christians preparing for during the season of Advent?	Th	Where does the Exodus fit into God's Big Story?	Th	What is the reason for celebrating the Eucharist?	Th	Why do Christians believe Jesus was the Messiah?	Th	What motivates a person of faith?
	Ph		Ph	Is it important to be prepared? Why?	Ph	Why is freedom important?	Ph	What questions would you like to ask?	Ph	Was Jesus the Messiah?	Ph	What is faith?
	Ss		Ss	How do the preparations during Advent reflect Christian beliefs?	Ss	How do the events of the Exodus impact on some people's lives today?	Ss	Do all Christians celebrate the Eucharist the same way? Why? Why not?	Ss	How are the diverse opinions on the identity of Jesus reflected in peoples' words and actions?	Ss	Why does having faith affect a person's life?
			World Faiths and World Views Christianity		World Faiths and World Views Christianity Judaism		World Faiths and World Views Christianity		World Faiths and World Views Buddhism Christianity Hinduism Islam Judaism Sikhism		World Faiths and World Views Buddhism Christianity Hinduism Islam	
	6:6 What is the nature and character of God?											
	Th	What do we learn about God from the names he is given?										
	Ph	Why is God given different names?										
	Ss	How are the beliefs about the nature of God revealed in the actions of the believer?										
	World Faiths and World Views Christianity Hinduism Islam											