

Faith and Belief Progression Map

Foundation Stage - Our children will:

- Encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it.

KS1 - Our children will:

- Gain an understanding of the six principle religions and recognise that many people hold secular (non-religious) views.
- Focus on Christianity and two other religions (Islam and Judaism).
- Pupils should develop an understanding of the role of religion in encourage forgiveness, bridge building and reconciliation.

KS2 – Our children will:

- Develop a deeper understanding of all six principle religions and appreciate that many people hold secular (non-religious) views.
- All six principle religions will be covered with emphasis on Christianity to reflect the school community.
- Pupils will look at religious groups who foster good moral behaviour and what it means to be ‘good’.
- There is scope to explore the work of religious groups that encourage peace and forgiveness and the role of Coventry Cathedral.

Year 1	Unit 1 Creation Story – God/Creation	Unit 2 Christmas – Incarnation	Unit 3 Easter – Palm Sunday – Salvation	Unit 4 Shabbat
Key questions	Does God want Christians to look after the world?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?
Religions and worldviews	Christianity	Christianity	Christianity	Judaism
Key skills related to unit (Discovery RE) Children at ARE	<ul style="list-style-type: none"> • I can say how it felt to make something. • I can remember the Christian Creation story and talk about it. • I can express an opinion about the Christian belief about creation. 	<ul style="list-style-type: none"> • I can talk about a gift that is special to me. • I can remember some of the Christmas story. • I can suggest a gift I would give to Jesus. 	<ul style="list-style-type: none"> • I can talk about a person I admire. • I can recall parts of the Easter story. I can recognise some symbols in the story. • I can start to show understanding that Jesus is special to Christians and say why. 	<ul style="list-style-type: none"> • I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. • I can use the right names for things that are special to Jewish people during Shabbat and explain why.

				I can start to make a connection between being Jewish and decisions about behaviour.
Key knowledge/ learning	<ul style="list-style-type: none"> - To sequence the creation story – Genesis Chapter 1. - To explain how to look after our world (important for religious and non-religious people to do this). - Understand that people may hold non religious views and identify places/ books that would be special to them 	<ul style="list-style-type: none"> - To remember some of the Christmas story - To identify the symbolism of the gold, frankincense and myrrh. 	<ul style="list-style-type: none"> - To tell the Easter story up to Palm Sunday and discuss how was Jesus welcomed - To understand why Jesus may be special to most Christians - To identify some symbols (palm leaves) in relation to the Easter story 	<ul style="list-style-type: none"> - To identify Jewish place of worship (synagogue) and key features of a synagogue - To understand what Shabbet is - To use pictures/ items and explain how they are important to Jewish people during Shabbet
Key knowledge taught in warm ups / plenaries Ensure these have also met SACRES aims	<ul style="list-style-type: none"> - Name the 6 principle religions - Name the 6 principle holy books - Name the 6 principle religious buildings - Understand that many people hold secular (non–religious) views. - Focus on Christianity and Judaism <ul style="list-style-type: none"> • Ask questions relating to role of religion in encourage forgiveness, bridge building and reconciliation within lessons (Classroom owl to ask questions around this too!) 			
Key vocabulary	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel Humanist, Golden Rule, non-religious	Christian, God, Creator, Christmas, Jesus, church, altar, font, Bible, gospel Humanist, Golden Rule, non-religious	Christian, God, Creator, Easter, Jesus, church, altar, font, Bible, gospel Humanist, Golden Rule, non-religious	Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh Humanist, Golden Rule, non-religious
Artefacts				
Trips/ Visitors				

Year 2	Unit 1: What did Jesus teach?	Unit 2 Christmas – Incarnation	Unit 3 Easter – Resurrection – Salvation	Unit 4 Hajj
Key questions	Is it possible to be kind to everyone all of the time?	Why do Christians believe God gave Jesus to the world?	How important is it to Christians that Jesus came back to life after His crucifixion?	Does completing Hajj make a person a better Muslim?
Religions and worldviews	Christianity	Christianity	Christianity	Islam
Key skills related to unit (Discovery RE) Children at ARE <ul style="list-style-type: none"> Engagement Investigation Evaluation Expressions	<p>I can tell you when I have been kind to others even when it was difficult.</p> <p>I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p>I can say if I think Christians should be kind and give a reason.</p>	<p>I can say how I could help solve a problem by showing love.</p> <p>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.</p> <p>I can tell you why Christians think God gave Jesus to the world.</p>	<p>I can say what I believe happens to you when you die and tell you how I remember people close to me.</p> <p>I can recall what Christians believe happened on Easter Sunday.</p> <p>I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p>	<p>I can tell you about a special journey and why it was special to me.</p> <p>I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p> <p>I can start to think about the significance of Hajj to a Muslim.</p>
Key knowledge/ learning	<ul style="list-style-type: none"> - To retell the story of the kind man (The Good Samaritan, Luke 10: 25-37) - To discuss 'Love your neighbour as yourself' (Mark 12:28-31) - To retell the story of Jesus healing the Paralysed Man (Mark 2: 1-12) 	<ul style="list-style-type: none"> - To recap the nativity story - To discuss why many Christians believe that Jesus was sent to the world (a gift to the world) - To discuss 'Love your neighbour as yourself' (Mark 12:28-31) 	<ul style="list-style-type: none"> - To retell the Easter story to Easter Sunday - To discuss Jesus' resurrection and if this proves that they can have life after death - To identify a symbol of new life (easter egg) and why this is relevant at Easter 	<ul style="list-style-type: none"> - To identify place of worship (Mosque) and its features. - To identify the 5 pillars of Islam - To explore Hajj (one of the pillars of Islam) and evaluate if completing Hajj makes someone a better Muslim.

	- To discuss what everyone (religious/ nonreligious) can learn from the parables	- To discuss how I can show love to the world		
Key knowledge taught in warm ups / plenaries Ensure these have also met SACRES aims	<ul style="list-style-type: none"> - Name the 6 principle religions - Name the 6 principle holy books - Name the 6 principle religious buildings - Understand that many people hold secular (non-religious) views. - Focus on Christianity and Islam <ul style="list-style-type: none"> • Ask questions relating to role of religion in encourage forgiveness, bridge building and reconciliation within lessons (Classroom owl to ask questions around this too!) 			
Key vocabulary	Christian, God, Creator, Jesus, church, altar, font, Bible, gospel Humanist, Golden Rule, non-religious	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel Humanist, Golden Rule, non-religious	Christian, God, Creator, Easter, Jesus, church, altar, font, Bible, gospel Humanist, Golden Rule, non-religious	Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star, Ramadan, tawhid. Humanist, Golden Rule, non-religious
Artefacts				
Trips/ Visitors				

Year 3	Unit 1 Divali	Unit 2 Christmas	Unit 3 Jesus' Miracles - Incarnation	Unit 4 Pilgrimage to the River Ganges
Key questions	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	Has Christmas lost its true meaning?	Could Jesus heal people? Where these miracles or is there some other explanation?	Would visiting the River Ganges feel special to a non-Hindu?
Religions and worldviews	Hinduism	Christianity	Christianity	Hinduism
Key skills related to unit (Discovery RE) Children at ARE <ul style="list-style-type: none"> Engagement Investigation Evaluation Expressions	<p>I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol.</p> <p>I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.</p> <p>I can start to say why Divali might bring a sense of belonging to Hindus.</p>	<p>I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.</p> <p>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p> <p>I can start to tell you what Christmas means to Christians and what it means to me.</p>	<p>I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today.</p> <p>I can explain one Christian viewpoint about one of Jesus' healing miracles.</p> <p>I can start to say whether I believe Jesus actually healed people or not.</p>	<p>I can explain why water is important.</p> <p>I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</p> <p>I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges</p>
Key knowledge/ learning	<ul style="list-style-type: none"> - To retell the story of Rama and Sita - To discuss the Goddess Lakshmi (incarnation on Earth and Sita) - To identify how Hindus celebrate Divali (Create Rangoli patterns/ Diva lamps/ Mehndi designs). 	<ul style="list-style-type: none"> - To identify christmas symbols/ non religious symbols - To discuss why the wise men gave gifts - To discuss what Christmas means to Christians/ non Christians 	<ul style="list-style-type: none"> - To retell the story of the Blind man (John 9: 1-12) - To retell the story of the Paralysed Man (Mark 2: 1-12) - To discuss what we can learn from these miracles (religious or non-religious) 	<ul style="list-style-type: none"> - To identify what water symbolises - To explain what a pilgrimage is (make any links to Hajj from Year 1?) - To discuss what Brahman is/ how Brahman can help people to make positive choices

	To evaluate why Divali might bring a sense of belonging to Hindu - To discuss what festivals might be important to non religious people/ other religions			- To evaluate how Hindus might feel after visiting the River Ganges
Key knowledge taught in warm ups / plenaries Ensure these have also met SACRES aims	<ul style="list-style-type: none"> - Name the 6 principle religions - Name the 6 principle holy books - Name the 6 principle religious buildings - Understand that many people hold secular (non-religious) views. - Focus on Christianity and Hinduism - Good moral behaviour and what it means to be 'good' – Unit 3: Story of paralysed man/ blind man. Can teach people how to make 'good choices'. Unit 4: How Brahman can help Hindus to lead 'good' lives. <ul style="list-style-type: none"> • Ask questions relating to role of religion in encourage forgiveness, bridge building and reconciliation within lessons (Classroom owl to ask questions around this too!) 			
Key vocabulary	Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana Humanist, Golden Rule, nonreligious, spiritual but not religious, atheist	Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven Humanist, Golden Rule, nonreligious, spiritual but not religious, atheist	Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven Humanist, Golden Rule, nonreligious, spiritual but not religious, atheist	Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana Humanist, Golden Rule, nonreligious, spiritual but not religious, atheist
Artefacts				
Trips/ Visitors				

Year 4	Unit 1 The 8-fold path	Unit 2 Christmas – Incarnation	Unit 3 Beliefs and Practises	Unit 4 Prayer and Worship
Key questions	What is the best way for a Buddhist to lead a good life?	What is the most significant part of the nativity story for Christians today?	What is the best way for a Jew to show commitment to God?	Do people need to go to church to show they are Christians?
Religions and worldviews	Buddhism	Christianity	Judaism	Christianity
Key skills related to unit (Discovery RE) Children at ARE <ul style="list-style-type: none"> Engagement Investigation Evaluation Expressions 	<p>I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice.</p> <p>I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.</p> <p>I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</p>	<p>I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.</p> <p>I can describe one thing a Christian might learn about Jesus from a Christmas symbol.</p> <p>I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p>	<p>I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me.</p> <p>I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways. I can express an opinion on which ways.</p> <p>I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p>	<p>I can explain some of the feelings my special place gives me and suggest why that is.</p> <p>I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.</p> <p>I can start to understand the impact a Christian's special place has on him/her.</p>
Key knowledge/ learning	<ul style="list-style-type: none"> - To retell the story of Buddha - To identify the 8 fold path 	<ul style="list-style-type: none"> - To discuss what symbols are commercial/ Christain 	<ul style="list-style-type: none"> - To identify the Ten Commandments 	<ul style="list-style-type: none"> - To identify features of a church - To discuss what baptism is

	- To discuss how to make positive choices to lead 'good' lives (religious/ non religious views).	- To research what symbols mean - To discuss what Jesus symbolises	- To discuss Bat Mitzvah ceremonies and why these are important to young Jews (Year 1 – Shabbat unit) - To discuss and reason which ways are best for a Jew to show commitment to God and why	- To identify different styles of worship (modern Evangelical Christian church and Quakers worshipping) - To evaluate if attending a church makes you a better Christian
Key knowledge taught in warm ups / plenaries Ensure these have also met SACRES aims	- Name the 6 principle religions - Name the 6 principle holy books - Name the 6 principle religious buildings - Understand that many people hold secular (non–religious) views. - Focus on Christianity, Buddhism, Judaism - Good moral behaviour and what it means to be 'good' – Unit 1- Good Choices. <ul style="list-style-type: none"> • Ask questions relating to role of religion in encourage forgiveness, bridge building and reconciliation within lessons (Classroom owl to ask questions around this too!) 			
Key vocabulary	Humanist, Golden Rule, nonreligious, spiritual but not religious, atheist	Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven Humanist, Golden Rule, nonreligious, spiritual but not religious, atheist	Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shabbat, Shema, Torah Humanist, Golden Rule, nonreligious, spiritual but not religious, atheist	Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven Humanist, Golden Rule, nonreligious, spiritual but not religious, atheist
Artefacts				
Trips/ Visitors				

Year 5	Unit 1 Prayer and Worship	Unit 2 Christmas – Incarnation	Unit 3 Easter - Salvation	Unit 4 Beliefs and Moral Values
Key questions	What is the best way for a Sikh to show commitment to God?	Is the Christmas story true?	How significant is it for Christians to believe that God intended Jesus to die?	Are Sikh stories important today?
Religions and worldviews	Sikhism	Christianity	Christianity	Sikhism
Key skills related to unit (Discovery RE) Children at ARE <ul style="list-style-type: none"> Engagement Investigation Evaluation Expressions 	<p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.</p> <p>I can start to express what I think about the best way a Sikh could show commitment to God.</p>	<p>I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p> <p>I can start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p>I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p>	<p>I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.</p> <p>I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p>	<p>I can start to express what I think about the best way a Sikh could show commitment to God.</p> <p>I can explain how some stories can teach people about what is important and how to behave.</p> <p>I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p> <p>I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p>

<p>Key knowledge/ learning</p>	<ul style="list-style-type: none"> - To identify the 5Ks (kangha, kirpan, kara, kachera, kesh) - To identify 'The Sikh Holy Book, the Guru Granth Sahib' - To identify place of worship (Gurdwara) - To evaluate the 'best' way to show commitment to God 	<ul style="list-style-type: none"> - To understand what incarnation means - To use different sources to discuss if the Christmas story is true - How are accounts of the same event different? To discuss the different types of truth. (Historic/scientific/personal). - To discuss what you can learn from stories (Christmas story, good samaritan etc) even if you are not from the same religion/ non religious 	<ul style="list-style-type: none"> - To understand why Christians believe Jesus was crucified - To identify the events of Holy Week (Palm Sunday, Jesus teaching in the temple, overturning the trader's tables, The Last Supper, Judas' betrayal, Peter's denial, praying on the Mount of Olives, arrest, crucifixion, burial in tomb, resurrection). - To discuss if Christians believe God had a plan for Jesus' life 	<ul style="list-style-type: none"> - To retell the story of Guru Nanak and the Jasmine Flower - To retell the story of Bhai Lalo and Malik Bhago - To discuss the 'Origins of the Khalsa' story
<p>Key knowledge taught in warm ups / plenaries</p> <p>Ensure these have also met SACRES aims</p>	<ul style="list-style-type: none"> - Name the 6 principle religions - Name the 6 principle holy books - Name the 6 principle religious buildings - Understand that many people hold secular (non-religious) views. - Focus on Christianity and Sikhism - Good moral behaviour and what it means to be 'good' - <ul style="list-style-type: none"> • Ask questions relating to role of religion in encourage forgiveness, bridge building and reconciliation within lessons (Classroom owl to ask questions around this too!) 			
<p>Key vocabulary</p>	<p>Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious' Khalsa, Amrit ceremony, initiation, 5Ks (kangha, kirpan, kara, kachera, kesh)</p>	<p>Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Pentecost, Eucharist, agape Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious'</p>	<p>Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Easter, Pentecost, Eucharist, agape Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious'</p>	<p>Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious' Vaisakhi, Khalsa, courage Guru Gobind Singh, Amrit ceremony, honesty, wealth Gender, disability, race religion</p>

Artefacts				
Trips/ Visitors				

Year 6	Unit 1 Beliefs and Practices	Unit 2 Christmas	Unit 3 Easter	Unit 4 Beliefs and Meaning
Key questions	What is the best way for a Muslim to show commitment to God?	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Is Christianity still a strong religion 2000 years after Jesus was on earth?	Does belief in Akhirah (life after death) help Muslims lead better lives?
Religions and worldviews	Islam	Christianity	Christianity	Islam
Key skills related to unit (Discovery RE) Children at ARE <ul style="list-style-type: none"> Engagement Investigation Evaluation Expressions 	<p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p>I can think of some ways of showing commitment to God that would be better than others for Muslims.</p>	<p>I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not.</p> <p>I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.</p> <p>I can explain that people may celebrate Christmas in different ways and say</p>	<p>I can explain how the influence people have had on me has affected what I see as important.</p> <p>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p> <p>I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>	<p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p> <p>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p>

		whether or not I feel this relates to Jesus.		
Key knowledge/ learning	<ul style="list-style-type: none"> - To recap the 5 pillars of Islam – Year 2 - To explore each pillar and discuss if this helps a Muslim to show their commitment to God 	<ul style="list-style-type: none"> - To evaluate whether a tradition or celebration would help a Christian understand Jesus continually referring back to what Christians believe about Jesus’ birth and life e.g. does it re-enact part of the nativity story, does it remind us that Jesus’ came to save/help/heal. - To read the Christmas story from Luke 2: 1-20 and compare written source with interpretations on the internet 	<ul style="list-style-type: none"> - To identify Christian festivals (Christmas, easter) and evaluate if this makes Christianity a strong religion - To identify Christian symbols (cross, easter egg, bread and wine) and evaluate if this makes Christianity a strong religion - To identify Christian stories (good Samaritan) and Christian charities (Salvation Army) and evaluate if this makes Christianity a strong religion/ helps people make ‘good’ choices 	<ul style="list-style-type: none"> - To discuss how the 5 pillars of Islam may help Muslims lead a ‘good’ life - To discuss if the belief in Akhirah (life after death) help Muslims lead good lives?
<p>Key knowledge taught in warm ups / plenaries</p> <p>Ensure these have also met SACRES aims</p>	<ul style="list-style-type: none"> - Name the 6 principle religions - Name the 6 principle holy books - Name the 6 principle religious buildings - Understand that many people hold secular (non–religious) views. - Focus on Christianity and Islam - Good moral behaviour and what it means to be ‘good’ - <ul style="list-style-type: none"> • Ask questions relating to role of religion in encourage forgiveness, bridge building and reconciliation within lessons (Classroom owl to ask questions around this too!) 			
Key vocabulary	Atheist, agnostic, Humanist, rationalist, Golden Rule, ‘spiritual but not religious’ Pilgrimage, Mecca, Sacred, Fasting, Charity Fasting, Dusk, Dawn, Abstaining,	Atheist, agnostic, Humanist, rationalist, Golden Rule, ‘spiritual but not religious’ Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy	Atheist, agnostic, Humanist, rationalist, Golden Rule, ‘spiritual but not religious’ Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy	Atheist, agnostic, Humanist, rationalist, Golden Rule, ‘spiritual but not religious’ Pilgrimage, Mecca, Sacred, Fasting, Charity Fasting, Dusk, Dawn, Abstaining,

	Generosity, Donate, Selflessness, Commitment, Loyalty, Belief, Patience, Devotion, Cleansing, Perseverance	Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape	Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape	Generosity, Donate, Selflessness, Commitment, Loyalty, Belief, Patience, Devotion, Cleansing, Perseverance
Artefacts				
Trips/ Visitors				