


RELIGIOUS EDUCATION & WORLDVIEWS (RE&WV)

Subject Leader	Michelle Clark
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Purpose of Study

Religious Education and Worldviews enables children to investigate and reflect on some of the most fundamental questions asked by people. At Asby Endowed School we develop the children's knowledge and understanding of the world faiths, and we address the fundamental questions in life. We enable children to develop a sound knowledge of a range of world religions and worldviews. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn **from** religions as well as **about** religions.

The aims of Religious Education and Worldviews are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity, Islam, Judaism, Buddhism, Sikhi and Hindu Dharmic as well as other world religions and worldviews and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious or world view tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues and worldviews;
- have respect for other peoples' views and to celebrate the diversity in society.

The legal position of Religious Education

Our school curriculum for Religious Education meets the requirements of the 1996 Education Act (ERA). This stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. It allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship.

Our school's RE long term curriculum meets all areas of Cumbria Standing Advisory Council on RE (SACRE) Agreed Syllabus. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian and that it should, at the same time, take account of the teachings and practices of other major religions.

National Curriculum

EYFS - Reception	Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Show sensitivity to their own and others' needs. <p>Understanding the World</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • To explore both implicit and explicit religious material. • Christianity in Key Stage 1. • At least one principal religion other than Christianity and material about a third or a fourth principal religion may also be taught. • In depth knowledge into why a religious practice or belief is important should be explored and not just horizontal knowledge about the how, who, what and when. • To talk and share their thoughts and views about the religious material that they learn about. • To explain or attempt to give reasons to support their views. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • To explore Christianity and at least one other principal religion. • The four other principal religious traditions. • That religious words and actions may be intended to be interpreted metaphorically or may have a symbolic or a non-literal meaning. • To raise questions which are important to them about the truth and worth of the religious material they learn about. • To express their own views in response to the religious material they learn about and should be encouraged to support their views using relevant reasons which are clear and cogent.

Content

The contribution of Religious Education to teaching in other curriculum areas

English - Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening.

Computing - We use ICT where appropriate in religious education. The children find, select and analyse information using the internet. They also use ICT to review, modify and evaluate their work and to improve its presentation.

Personal, social and health education (PSHE) and citizenship - Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, moral, social and cultural development - Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Quality of Education

Intent

Our RE lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions and worldviews, their community and personal development and wellbeing. The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and worldviews. They will be able to identify, investigate and respond to a variety of issues. SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE and worldviews to their own experiences. The intent is to make sure that children understand the relevance of RE and worldviews in today's modern world and how it affects our lives.

Implementation

In EYFS and KS1, children begin to look at other religions and worldviews, focusing on celebrations and rituals. In KS2, we offer a wider range of learning opportunities about the world's religions and worldviews including deeper understanding of the origin of those religions and worldviews and their key stories and teachings. Throughout both key stages, emphasis on personal growth and community cohesion is evident, allowing for personal development for the children from EYFS to KS1 to the end of KS2. There are unit overviews available for each Twinkl Planit unit, which demonstrates where challenge and differentiation will show development of skills.

Impact

We believe that the impact of our RE and worldviews curriculum will be for children to have a better understanding of the religions and worldviews that make up the UK landscape and how they can learn from and work alongside each other to create community cohesion. All children will be more informed about their position in the world, and the decisions they can make impacting their future. All children in school will be able to talk confidently about their wellbeing, moral and cultural development for the society in which they live. The RE and world view curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves. Our lessons enable high quality work to be produced and evidenced, showcasing a deep understanding of the main religions and worldviews, their community and their future. This evidence will be seen through using the correct vocabulary, explanations and respectful opinions, as well as cross-curricular evidence, for example religious and cultural art work, drama, craft and presentations. Impact will be seen by all teachers and children enjoying the experience of teaching and learning RE and worldviews and understanding how it can help them in their future.

Progression of Knowledge

Substantive knowledge is divided into three distinct strands:

- **Theology** is the **thinking through believing**. It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religious and non-religious worldviews.
- **Philosophy** is the **thinking through thinking**. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence, and morality.
- **Human Sciences** is the **thinking through living**. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.

Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theology	<p>Recognise simple religious beliefs or teachings.</p> <p>Talk about some aspects of a religious or belief story.</p> <p>Introduce key theological vocabulary such as 'God'.</p> <p>Recreate religious and non-religious stories through small world play.</p> <p>Talk about sacred texts</p>	<p>Name some beliefs of two different faiths.</p> <p>Recognise and name the holy book for two different faiths.</p> <p>Identify names of gods in different faiths.</p> <p>Recognise aspects of worship common to more than one faith.</p> <p>Name the parts of two places of worship for different faiths.</p> <p>Identify precious things for people for faith.</p> <p>Know why people of faith make promises.</p>	<p>Know beliefs that are the same for different faiths.</p> <p>Retell a story from two different faiths and say what they mean for the believer.</p> <p>Know how religious people may express their beliefs in action.</p> <p>Name some beliefs of two different faiths.</p> <p>Recognise beliefs that are the same for two different faiths.</p> <p>Name some beliefs of different faiths</p>	<p>Know some of the stories celebrated at festivals in different religions.</p> <p>Explain the meaning behind the celebrations and rituals of different faiths.</p> <p>Identify key events in the lives of faith founders and their impact on those around them.</p> <p>Explain the relevance of different faith founders for their followers today.</p> <p>Know the milestones in life which give a sense of identity and belonging to faith members.</p> <p>Identify symbols and artefacts for at least two different faiths.</p>	<p>Know and compare beliefs and values from different faiths.</p> <p>Know different religious teachings on how faith members should care for the Earth.</p> <p>Understand how people of different faiths describe what god is like.</p> <p>Identify what different sacred writings say about the attributes of god.</p>	<p>Identify key events in the lives of faith founders and their impact on those around them.</p> <p>Explain the relevance of different faith founders for their followers today.</p> <p>Understand and describe the teachings of key religious figures, identifying some similarities and differences.</p> <p>Identify key events in the lives of faith founders and their impact on those around them.</p> <p>Explain the relevance of different faith founders for their followers today.</p> <p>Show understanding of what is sacred for believers in religious places.</p> <p>Describe the uses of sacred places, symbols and artefacts by believers and the community.</p> <p>Explain how activities at local places of worship create a sense of community.</p>	<p>Identify the impact of a religious teaching such as forgiveness on a believer's actions.</p> <p>Suggest how the milestones of life give a sense of identity and belonging for faith members.</p> <p>Explain how people of different faiths describe what god is like.</p> <p>Identify what different sacred writings say about the attributes of god.</p>

Philosophy	Raise puzzling and interesting questions about religious and non-religious stories.	Know some creation stories from different traditions.	Explain the values that motivate people of faith to respond to a cause.	Explain what freedom means to people of faith.
	Raise puzzling and interesting questions about the world around them.	Understand why the world is a special place for faith members.	Understand why people may choose to make sacrifices to improve the lives of others.	Identify responses of different religions to ethical questions.
	Talk about what concerns them about different ways in which people behave.	Know that religions may offer different answers to the same question.	Identify what makes some questions ultimate.	Explain their hopes and dreams for a just world.
	Say what matters to them or is of value.	Know and understand ways that people can care for the world.	Know different beliefs about how the Universe began.	Identify what makes some questions ultimate.
	Use their senses to investigate religion and belief.	Understand that people of different faiths make choices.	Understand stewardship and suggest actions everyone can take.	Offer answers to an ultimate question from different faith perspectives.

Human Sciences	<p>Identify simple features of religious and non-religious life and practice in a family context.</p> <p>Recognise a number of religious and non-religious words.</p> <p>Know where some religious and non-religious worldviews originated.</p> <p>Name some religious and non-religious symbols.</p> <p>Name some religious artefacts.</p> <p>Talk about events that they see or hear about e.g. festivals, ceremonies.</p> <p>Talk about what people wear because of their beliefs.</p> <p>Visit a local place of worship or special place of interest.</p> <p>Talk to someone who holds a particular religious or non-religious belief.</p>	<p>Know how a person of religion lives their life.</p> <p>Know about some of the aspects of lives of children from two different faith communities.</p>	<p>Know some of rules of the religions studied.</p> <p>Know how to make links between religious rules and values for living.</p> <p>Know how religious people may express their beliefs in action.</p>	<p>Compare the experience of participating in a religious festival or celebration around the world.</p> <p>Explain how activities at local place of worship create a sense of community.</p>	<p>Understand the impact of religious beliefs, values and rules on the life of a believer.</p> <p>Know how people are inspired by actions of significant people of faith.</p>	<p>Compare the experience of participating in a religious festival or celebration around the world.</p> <p>Explain how activities at local place of worship create a sense of community</p> <p>Compare key places of pilgrimage and identify why a faith member might go there.</p> <p>Describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage.</p> <p>Suggest ideas about the meaning of pilgrimage to a believer and the impact on their life.</p>	<p>Understand the beliefs and feelings of faith members who have experienced injustice.</p> <p>Identify the impact that reconciliation has on community harmony.</p>
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Disciplinary knowledge is the connections, theories, similarities and differences children can apply to their thinking when discussing religions and worldviews and the impact these have on people's lives.

A EYFS - Reception Theologian	Year 1 Theologian	Year 2 Theologian	Year 3 Theologian
<p>Personal, Social and Emotional Development See them self as a valuable individual. Think about the perspectives of others.</p> <p>Understanding the World Talk about members of my immediate family and community. Able to name and describe people who are familiar to me. Understand that some places are special to members of my community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Talk about what is important to me and other people.</p> <p>Recognised the communities from which these stories came from.</p> <p>Explore questions about belonging meaning and truth.</p>	<p>Observe and recount different ways of expressing identity and belonging.</p> <p>Respond to questions about what individuals and faith communities do, and why.</p> <p>Pose my own questions and try to answer them in relation to faith communities.</p>	<p>Explore belief in action and make Connexions with my own life and communities.</p> <p>Understand the challenges of commitments to a community of faith or belief.</p> <p>Evaluate different solutions to challenges within a community.</p> <p>I consider imply ideas about ways in which diverse communities can live together for the well-being of all.</p>

Year 4 Theologian	Year 5 Theologian	Year 6 Theologian
<p>Suggest why belonging to a community may be valuable in my own life.</p> <p>Apply their own ideas thoughtfully in different forms e.g. music, arts, poetry.</p> <p>Evaluate and respond critically to different ideas thoughtfully in different forms e.g. music, arts, poetry.</p>	<p>Observe and consider different dimensions of religion and worldviews.</p> <p>Explore and show understanding similarities and differences between different religions and worldviews.</p> <p>Consider and discuss examples of clear leaders in stories front face as peacemakers and what this means.</p> <p>Make comparisons and examples of key leaders in stories and their legacies from different faiths as peacemakers and what this means.</p>	<p>Respond thoughtfully to a range of sources of wisdom and beliefs and teachings that arise from them.</p> <p>Explain how history and culture can influence an individual and how some question these influences.</p> <p>Consider imply ideas about ways in which diverse communities can live together for the well-being of all.</p> <p>Suggest ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to the ideas about community, values and respect.</p> <p>Discuss and apply their own ideas about ethical</p>

		<p>questions, including ideas about what is right and wrong and what is just unfair, and express these ideas clearly in response.</p> <p>Ask questions about the moral decisions I and other people make and suggest what might happen because of these different decisions including those made with reference to religious beliefs, values and groups.</p>
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Progression of Vocabulary

EYFS - Reception	Year 1	Year 2	Year 3
Abrahamic: Christian Bible Vicar God Jesus Church Christmas Easter Christening/Baptism World Creation New life Jew Synagogue Torah Muslim Qur'an Mosque Dharmic: Hindu Diwali Non-religious: non-religious General: special friend family celebration festival wedding love caring welcome belonging Religion, special books, special places, special stories, prayer	Abrahamic: Christian Vicar Bible Church Jesus God Easter Baptism Disciples Priest Hymn Jew Synagogue Torah Shabbat Pesach Muslim Qur'an Mosque Dharmic: Hindu Diwali Non-religious: Humanist, Golden Rule, non-religious General: festival celebration belonging artefacts symbol marriage worship pray belief sacred	Abrahamic: Christian Bible Christmas Jesus Parable Jew Torah Sukkot Tzedekah Muslim Qur'an Mosque Eid -al -Fitr Ramadan Allah Imam Minaret Prophet Dharmic: Hindu Diwali Non-religious: Humanist, Golden Rule, non-religious General: belief festival sacred caring	Abrahamic: Christian Church Trinity Holy Spirit Bible Hymns Parables Holy Communion Holy Week The Last Supper Disciples Sacrifice Revelation Psalms Proverbs Gospels Prophecy Old Testament New Testament Trinity Holy Spirit Shabbat Judaism Passover Allah Muslim Ramadan Eid-ul -Fitre Moses Dharmic: Diwali Hindu Meditation Mandir Murti Non-religious: Humanist, Golden Rule, non-religious, spiritual but not religious, atheist General: symbols belief worship sacred faith prayer Atheist humanity community
Year 4	Year 5	Year 6	
Abrahamic: Christians Baptism Gospel Bible Parable Commandment Guidance Reason Conscience Segregation Beatitudes Initiation Christ Incarnation Salvation Miracle Good Friday Resurrection Jew Bar Mitzvah Mitzvot Allah Muslim Ramadan Eid-ul -Fitre Moses Dharmic: Hindu Mandir Murti Brahman Dharma Deity Puja Shrine Aarti Bhajans Moksha Reincarnation Karma Non-religious: Humanist, Golden Rule, non-religious, spiritual but not religious, atheist General: Humanists journey faithfulness promise inspiring	Abrahamic: Parable Anglican Baptist Mission Statement Oppressed Crucifixion Privilege Moral Schul Bimah Qur'an Allah Eid-ul -Fitre Mosque Ramadan Five Pillars of Islam Zakah Fasting Mecca Rak'ah Ummah Dharmic: Mandir Shrine Murti Puja OM Sadhus shikara Sewa Non-religious: Atheist, agonistic, Humanist, rationalist, Golden Rule, 'spiritual but not religious' General: Worship Beliefs Humanism theist agnostic Atheist facts opinions interpretation evolution Universe creation	Abrahamic: Parable Anglican Baptist Mission Statement Oppressed Crucifixion Privilege Moral Schul Bimah Ummah Prophet Zakat Qurbani Hajj Dharmic: Karma Moksha Dharma Reincarnation Ahimsa Sewa Non-religious: Atheist, agonistic, Humanist, rationalist, Golden Rule, 'spiritual but not religious' General: sacred architecture calligraphy charity generosity judgment repent forgiveness freedom Humanist code peacemaker values fellowship	

2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	<i>Light & Dark</i>	<i>Caring for Others</i>	<i>Friendship</i>	<i>Leaders & Teachers</i>	<i>Special Objects</i>	<i>Animal Stories</i>
<i>Big Question</i>	Why is light an important symbol in religion & worldviews?	How do different religions & worldviews show respect and kindness?	What does it mean to be a good friend?	What are the roles & responsibilities of leaders in schools, local community, Religions & worldviews?	Why are object special to some people?	How do animals feature in religion and world views?
<i>Religion & Worldview</i>	Christianity Judaism Hindu Dharmic	Hindu Dharmic Christianity Sikhi Buddhism Islam	Buddhism Hindu Dharmic Christianity	Sikhi Christianity Islam Judaism	Hindu Dharmic Christianity Sikhi Buddhism Islam	Hindu Dharmic Christianity Sikhi Buddhism Islam Judaism
<i>Possible Events</i>	Harvest festival			Easter service Vicar Parish Council		

2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	<i>Nature & God</i>	<i>Gifts & Giving</i>	<i>Rules & Routines</i>	<i>Easter & Surprises</i>	<i>Places of Worship</i>	<i>Ceremonies</i>
<i>Big Question</i>	How nature is important in religions & worldviews?	Why are gifts important and what do they mean?	Why do we have rules & routines? How they help us in our everyday life?	Why is Easter important to Christians?	Why do some religions and worldviews worship in special places and other don't?	Why do worship gatherings/ceremonies give different religions a sense of identity and belonging?
<i>Religion & Worldview</i>	Christianity Judaism Buddhism Islam	Christianity Islam	Christianity Judaism Sikhi	Christianity	Islam Sikhi Buddhism	Islam Judaism Sikhi Hindu Dharmic
<i>Possible Events</i>	Harvest festival	Christingle Mosque & cathedral, Carlisle		Easter service	Gurdwara, temple & mosque in Darlington	Non-religious celebrant visits to school

2024 – 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	<i>Our Wonderful World</i>	<i>Christmas Story</i>	<i>Special Books</i>	<i>Beginnings & Endings</i>	<i>Religion & Rituals</i>	<i>Places of Worship</i>
<i>Big Question</i>	Who made the world?	What is the Christmas story important?	Why are religious stories written in special books?	How do different rituals/ceremonies mark the beginning & ending of a life and the believers journey of faith?	What are rituals and how they differ to routines?	Why do religions have places of worship?
<i>Religion & Worldview</i>	Christianity Judaism Islam	Christianity	Hindu Dharmic Christianity Sikhi Buddhism Islam Judaism	Sikhi Christianity	Islam Hindu Dharmic Christianity	Judaism Hindu Dharmic Christianity
<i>Possible Events</i>	Harvest festival	Christingle service Story sacks Advent – vicar assembly		Easter service Baptism	Imam visit	Orthodox church, Quaker, Lancaster

KS2 4-year cycle

2022 - 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	<i>Buddhism</i>	<i>The True Meaning Christmas</i>	<i>Creation Stories</i>	<i>Good Friday</i>	<i>Pilgrimages</i>	<i>Commitment</i>
<i>Big Question</i>	What difference does being a Buddhist make to everyday life?	What is the true meaning of Christmas in religion and worldviews?	How was the universe created?	What is good about Good Friday?	What is a pilgrimage for secular and religious & worldviews people?	What is meant by commitment?
<i>Religion & Worldview</i>	Buddhism	Christianity	Abrahamic Hindu Dharmic Judaism Christianity Sikhi	Christianity	Islam Judaism Sikhi Hindu Dharmic	Buddhism Hindu Dharmic Sikhi Islam Judaism Christianity
<i>Possible Events</i>	Buddhist temple, Ulverston	Christingle	Story teller	Easter service	Walk part of Coast- 2- Coast on Scar	Hindu wedding

2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	<i>Hindu Dharmic</i>	<i>People of Faith</i>	<i>Worship</i>	<i>Free Will & Determinism: Crucifixion</i>	<i>Sikhi</i>	<i>Justice & Freedom</i>
<i>Big Question</i>	What difference does being a Hindu make to everyday life?	How do beliefs shape the identify of different religions and worldviews?	How have different religions and worldviews impacted on music and art through history?	What difference does the resurrection make to Christians?	What difference does being a Sikh make to everyday life?	How have key figures in history were informed and influenced by their own religious & worldviews beliefs?
<i>Religion & worldviews</i>	Hindu Dharmic	Buddhism Hindu Dharmic Sikhi Islam Judaism Christianity	Buddhism Hindu Dharmic Sikhi Islam Judaism Christianity	Christianity	Sikhi	Buddhism Hindu Dharmic Sikhi Islam Judaism Christianity
<i>Possible Events</i>	Hindu temple, Newcastle	Imam Vicar	Samaritans brass band	Easter service	Gurdwara, Darlington	

2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	<i>Eternity</i>	<i>The Nativity Story</i>	<i>Christianity</i>	<i>Peace</i>	<i>Humanism</i>	<i>The Bible</i>
<i>Big Question</i>	What is meant by eternity in religion and world views?	What does the nativity story teach Christians about Jesus?	What difference does being a Christian make to everyday life?	How does religion and worldviews achieve peace?	What difference does being a Humanist make to everyday life?	Why is the Bible a sacred text?
<i>Religion & worldviews</i>	Humanism Abrahamic Dharmic	Christianity	Christianity	Buddhism Hindu Dharmic Sikhi Islam Judaism Christianity	Humanism	Christianity
<i>Possible Events</i>		Christingle Advent	Penrith – Samaritans, Quaker, Catholic, Methodist, Baptist		Cumbrian Humanist Group – talk from Penrith	Vicar to talk about the bible

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	<i>Forgiveness</i>	<i>The Christmas Story</i>	<i>Islam</i>	<i>Food and Fasting</i>	<i>Jesus the Healer</i>	<i>Judaism</i>
<i>Big Question</i>	What meant by forgiveness and the role it plays in world religions & worldviews?	Why are there deferent versions of the nativity story within Christianity?	What difference does being a Muslim make to everyday life?	What role does food play in religion and worldviews?	What do Jesus' miracles teach Christians?	What difference does being a Jew make to everyday life?
<i>Religion & worldviews</i>	Buddhism Judaism	Christianity	Islam	Judaism Islam Christianity	Christianity	Judaism
<i>Possible Events</i>		Christingle Protestant Baptist Methodist speakers	Mosque, Carlisle	Easter Service Food for celebration – hot cross buns, etc		Synagogue, Darlington