



RE Curriculum Overview

Our Ultimate End Goal: (intent statement)

What will our children be able to do when they leave us?

Britannia CP School follows the Lancashire syllabus, approved in line with the law, by the Agreed Syllabus Conference, SACRE and the Local Authority. This syllabus explains all the requirements for the RE curriculum in Lancashire schools. It outlines statutory requirements and also the programmes of study for each key stage.

At the heart of our syllabus is the quest to understand what it is to be human. By learning about and from religion we can become more open minded, respectful and achieve greater self-awareness. The skills and attitudes developed through RE can thus make a significant contribution to promoting British Values and developing community cohesion.

At Britannia School, Religious Education will be delivered in school to meet the agreed syllabus aims by:

- Including knowledge and reference to religious and nonreligious beliefs and worldviews, practices and ways of life.
 - Develop knowledge and understanding of all members that make up our increasingly diverse community.
- As part of the syllabus at each Key Stage, visits to local places of worship are encouraged as are visits by members of SACRE and faith communities to local schools.
- Develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.
- Develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives.

The syllabus has been created in a cyclical format to enable children to revisit and build on their prior knowledge of the different beliefs and practices taught across the school. The syllabus also allows for teachers to be flexible and adapt the term in which units are taught in their year group, to allow for cross-curricular links or involvement with parents or other members of the community.

Early Years Foundation Stage Framework and National Curriculum Coverage (Sergio UI Historic/line spacing 6)

EYFS	Key Stage 1	Key Stage 2	
Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Religions and world views to be studied; Christianity. Comparisons with other religions and world views which represent the school/ local community. Rationale; RE in EYFS contributes to the Early Learning Goal (People and Communities). It also supports progression across other areas of learning. Children begin to explore religion and worldviews in terms of special times, stories and places. Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society. • 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	Religions and world views to be studied; Progressive study of Christianity, Islam and Hinduism. Encountering Judaism, Sikhism, Buddhism and non-religious world views. Rationale; Pupils begin to gain an understanding of the connections between the Abrahamic faiths through a progressive study of Christianity and Islam and encountering Judaism. They will be introduced to Dharmic traditions.	Religions and world views to be studied; Progressive study of Christianity, Islam and Hinduism. Encountering Judaism, Sikhism, Buddhism and non-religious world views. Rationale; Pupils will build on their learning in KS1 by continuing to progress their knowledge and understanding of Christianity, Islam and Hinduism. They should also encounter the other major world religions and non-religious world views. This means that the curriculum is broad and balanced, but also allows for a depth of knowledge and understanding of the religions that are studied progressively.	

• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.		
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Long Term Plan Overview EYFS & KS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Why are some things special?	Special times: How and why do we celebrate? What times are special to different people and why?		Special stories: Why are some stories special? What special messages can we learn from stories?		Special places: What buildings and places are special to different people? OR What is special about our world?	
Y1: What do people say about God?	Christianity (God) Why do Christians say that God is a 'Father'? God the Father, prayer.	Christianity (Jesus) Why is Jesus special to Christians? The nativity story, beliefs about Jesus as God incarnate, Christmas.	Islam How might beliefs about creation affect the way people treat the world? God as creator, care for the planet.	Judaism Why might some people put their trust in God? God's promise, Noah, Abraham, trusting in God.	Hindu Dharma What do Hindus believe about God? one God in many forms, God in all things, expressing ideas about God.	Christianity (Church) How might some people show that they 'belong' to God? Baptism, belonging.
Y2: How do we respond to the things that really matter?	Christianity (God) Does how we treat the world matter? Creation, Care for the planet, Harvest.	Christianity (Jesus) Why do Christians say Jesus is the 'Light of the World'? Jesus as the light of the world, symbolism of light, Advent and Christmas.	Hindu Dharma How might people express their devotion? Devotion, worship in the home and temple.	Islam Why do Muslims believe it is important to obey God? submission and gratitude, prayer.	Christianity (Church) What unites the Christian community? Worship, the church, use of symbols.	Judaism What aspects of life really matter? Moses, Ten Commandments, the Sabbath.

Long Term Plan Overview KS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3: Who should we follow?	Christianity (God) How (and why) have some people served God? Prophets, service to God, inspirational people.	Islam Why is the Prophet Muhammad (pbuh) an example for Muslims? The Prophet, Muhammed (pbuh), Zakah.	Christianity (Jesus) What does it mean to be a disciple of Jesus? Discipleship, following the example of Jesus, helping others.	Christianity (Church) What do Christians mean by the 'Holy Spirit'? The Holy Spirit gifts of the spirit. Pentecost.	Sikhism Why are the Gurus important to Sikhs? Guru Nanak The 10 gurus, Baisakhi.	Hindu Dharma Why is family an important part of Hindu life? religious duty Hindu scriptures (the Ramayana), Raksha Bandhan.
Y4: How should we live our lives?	Hindu Dharma What might a Hindu learn through celebrating Diwali? Vishnu. Rama and Sita. Diwali.	Christianity (God) How and why might Christians use the Bible? The Bible, christian life – guided by wisdom, teachings and authority.	Sikhism How do Sikhs express their beliefs and values? the 5 Ks, Equality, the Gurdwara.	Christianity (Jesus) Is sacrifice an important part of religious life? Jesus in the wilderness, Lent, Sacrifice.	Islam Why do Muslims fast during Ramadan? The Five Pillars of Islam, Ramadan.	Christianity (Church) What does 'love your neighbour' really mean? Parables, love for all.
Y5: Where do we find guidance about how to live our lives.	Christianity (God) Why is it sometimes difficult to do the right thing? Sin, Adam and Eve's disobedience, temptation and morality.	Islam Why is the Qur'an so important to Muslims? The Qur'an. The Night of Power.	Hindu Dharma What might Hindus learn from stories about Krishna? Krishna, Holi.	Christianity (Jesus) What do we mean by a miracle? miracles of Jesus, pilgrimage.	Christianity (Church) How do people decide what to believe? The Trinity, use of symbols and metaphors, The Worldwide Church.	Judaism Do people need laws to guide them? The Torah, the synagogue.
Y6: Is life like a journey?	Christianity (God) How do Christians mark the 'turning points' on the journey of life? Christian rites of passage, denominational differences.	Hindu Dharma Is there one journey or many? Reincarnation, Karma, the 4 ashramas.	Islam What is Hajj and why is it important to Muslims? The Ummah, Hajj.	Christianity (Jesus) Why do Christians believe Good Friday is 'good'? Holy Week, The Eucharist denominational differences.	Buddhism What do we mean by a 'good life'? The Buddha, The Four Noble Truths, The Eightfold path.	Christianity (Church) If life is like a journey, what's the destination? Salvation, Forgiveness.

Disciplinary Knowledge

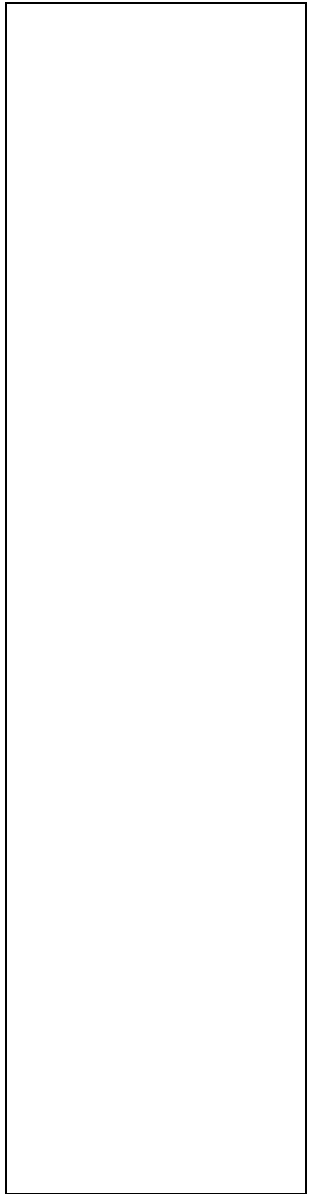
The skills detailed below ensure progression in each artistic discipline and provide rich opportunities for children to engage in a range of art experiences. Aspects will be combined within an art learning experience and may also be woven into learning experiences from other subjects to further enrich them.

EYFS - Reception	Key Stage 1				Key Stage 2		
Compare similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<u>Knowing about and understanding religions and worldviews</u> <u>(Beliefs and Values, Living Religious Traditions)</u>					

		• Give an example of a key belief and/or a religious story • Give an example of a core value or commitment • Use some religious words and phrases to recognise and name features of religious traditions • Talk about the way that religious beliefs might influence the way a person behaves	• Retell and suggest meanings for religious stories and/or beliefs • Use some religious words and phrases when talking about beliefs and values • Identify and describe how religion is expressed in different ways • Suggest the symbolic meaning of imagery and actions	-Show awareness of similarities in religions • Identify beliefs and values contained within a story/teaching • Identify the impact religion has on a believer • Identify how religion is expressed in different ways • Use religious terms to describe how people might express their beliefs	- Describe what a believer might learn from a religious teaching/story • Make links between ideas about morality and sources of authority • Describe the impact religion has on believers' lives • Explain the deeper meaning and symbolism for specific religious practices	- Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers • Explain the impact of beliefs and values – including reasons for diversity • Explain differing forms of expression and why these might be used • Describe diversity of religious practices and lifestyle within the religious tradition • Interpret the deeper meaning of symbolism – contained in stories, images and actions.	• Analyse beliefs, teachings and values and how they are linked • Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life • Explain the impact of beliefs, values and practices – including differences between and within religious traditions • Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences • Explain differing ideas about religious expression.
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		<u>Expressing and communicating ideas related to religions and worldviews</u> <u>(Shared human experience, Search for personal meaning)</u>
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		• Notice and show curiosity about people and how they live their lives • Ask questions • Talk about their own experiences	• Identify things that influence a person's sense of identity and belonging • Ask relevant questions • Talk about their own identity and values	• Describe how some people, events and sources of wisdom have influenced and inspired others • In relation to matters of right and wrong, recognise their own and others' values • Discuss own questions and responses related to the question 'who should we follow – and why?'	Consider the range of beliefs, values and lifestyles that exist in society • Discuss how people make decisions about how to live their lives • Reflect on their own personal sources of wisdom and authority	• Explain (with appropriate examples) where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting communities • Discuss and debate the sources of guidance available to them • Consider the value of differing sources of guidance	• Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging • Discuss how people change during the journey of life • Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments • Develop own views and ideas in response to learning • Demonstrate increasing self awareness in their own personal development



Substantive Knowledge (the stuff)

EYFS - Reception	Key Stage 1			Key Stage 2			
-Give examples of		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

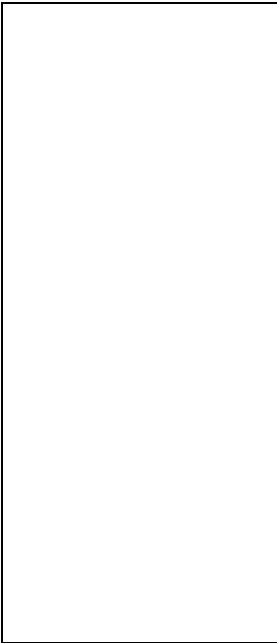
special occasions and suggest features of a good celebration -Recall simple stories connected with Christmas/Harvest/ Diwali and Eid. -Say why festivals are special times for believers of different faiths.		Know that some Christians welcome babies into God's family (the Church) with baptism ceremonies • Talk about what it might mean to belong to the Church family • Identify features of baptism – e.g. the font, candles, godparents • Talk about why parents might want to have their child baptised • Talk about what it means to belong to a family • Talk about the role of families in raising children • Talk about their own identity as part of a family and part of the school community	• Suggest beliefs and values that might unite the Christian community • Talk about why some Christians might think it is important to come together to worship God • Identify symbols (images and actions) used in Christian worship • Talk about how and why symbols might be used in Christianity • Identify and describe features of a church • Identify signs and symbols in the world around them • Talk about the school logo – what values it might represent and how it might unite the school community • Ask thoughtful questions about signs and symbols • Talk about communities that they belong to – and how they show their commitment to	• Know what Christians mean by the Holy Spirit • Suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities • Identify Christian values exemplified in the gifts of the Spirit • Identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations • Describe how and why Pentecost is celebrated • Describe why some Christians might take part in a procession of witness • Describe	• Retell some of the main parables of Jesus • Explain how and why these might be an important source of guidance for Christians • Suggest ways that Christians might put these teachings into action in the 21st century • Describe and explain (with examples) Christian attitudes about how to treat others • Explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed • Explain (with examples) how and why people might use stories to pass on wisdom and guidance • Discuss how	• Describe what Christians mean when they talk about one God in Trinity • Identify the beliefs contained within the Apostle's Creed • Explain why the Christian community (The Church) might want/need an agreed statement of belief • Describe and explain the meaning of a range of symbols that might be used for the Trinity • Explain how symbols might unite the worldwide Christian Church • Describe the role of places like Taizé where Christians from different	Explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian • Explain (simply) Christian beliefs about salvation • Explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life • Explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation) • Analyse Christian
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		• Know a simple version of the nativity story • Talk about why Christians would say that Jesus is a special baby • Talk about how different characters in the nativity welcome the baby Jesus • Identify religious aspects of Christmas celebrations • Talk about why Christmas is a special time for Christians • Consider how and why babies might be special – and why they need love and care • Talk about the importance of looking after those who cannot help themselves • Talk about their own beginnings and how they were welcomed into the family • Reflect on who has helped them	• Suggest what Christians might mean when they refer to Jesus as ‘the Light of the world’ • Talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God • Identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light services, Christingle) – and the symbolic meaning • Talk about the different ways that Christians might celebrate Christmas • Identify different ways that humans use light • Discuss the importance of light – as a source of comfort, security and hope • Talk about how and why light might be an important	• Know what is meant by discipleship • Know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus • Identify beliefs and values within religious teachings (e.g. ‘Follow me and I will make you fishers of men’ – Matt 4:19) • Describe how and why Christians might try to follow the example of Jesus through mission and charity work • Describe the work of one Christian organisation that aims to help people, and how this work is an expression of	Retell the story of Jesus in the wilderness • Identify Christian beliefs about Jesus reflected in this story • Suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) • Describe what a Christian might do during Lent and why • Explain what is meant by sacrificial love – agape – and give examples of how Christians might do this • Discuss Christians who have been examples of sacrificial love (e.g. Martin Luther King, Oscar Romero) and how they were motivated by their faith • Consider	Describe Christian beliefs about miracles as ‘signs’ of the divinity of Jesus • Retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus • Describe why some Christians might go on pilgrimage to places associated with miraculous events • Explain the impact that belief in miracles and the power of prayer might have on a Christian • Explain the difference between fact, opinion and belief •	• Retell the events leading up to and including the death of Jesus • Explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life • Explain how and why Christian individuals and communities might celebrate the events of Holy Week • Use religious vocabulary to describe and explain the Eucharist • Explain different Christian beliefs about the Eucharist and its importance • Consider how people might
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		• Know that Christians refer to God as 'Father' • Talk about why Christians might compare God to a loving parent • Talk about how and why Christians might want to talk to God (prayer) • Suggest symbolic meanings of rituals and items used in Christian prayer • Talk about the importance of love in families • Talk about the ways in which they are cared for and supported by family members • Reflect on their own role within the family • Discuss who they can talk to when they are happy/sad/worried	• Retell (simply) the Genesis 1 story of creation • Suggest why Christians might think it is important to look after the world • Suggest ways that Christians might express their concern for the natural world • Describe how and why Christians might thank God for creation at Harvest festivals • Identify ways in which humans use (and abuse) the natural world • Talk about why our planet should matter to all humans – and how this should influence our behaviour • Reflect on their own use of the world's resources • Ask questions about what they can do to show that they care about the world	Know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions) • Identify Christian beliefs and values contained within stories of the prophets (e.g. Noah, Abraham, Moses, Jonah) • Suggest why these prophets chose to listen to and follow God • Identify Christians who might be described as people who listened to and followed God • Describe how and why some Christians might devote their lives to serving God • Talk about what is meant	• Explore different Christian beliefs about the Bible as the word of God • Explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible • Describe why some Christians might view the Bible as an important source of authority and moral guidance • Explain why Christians might have different views about how to interpret and apply the Bible • Explain why Christians might also look to other sources of authority when making decisions about how to live (e.g. church leaders, prayer,	• Describe Christian beliefs about sin and forgiveness • Describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God • Suggest different ways that this story might be understood by Christians • Describe and explain how and why Christians might use the Lord's Prayer • Analyse and interpret the Lord's Prayer – and what guidance it provides for Christians • Suggest things that might lead Christians into temptation in the modern world – and how and why they might try to	• Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God • Explain how these rituals might differ between different denominations (e.g. infant baptism and believer's baptism) • Analyse the importance of Christian rites of passage as an expression of faith and commitment • Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies • Discuss how people change during the course of their
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		• Know that Hindus believe in one God in many forms • Know that Hindus believe that God is present in all living things • Suggest what Hindus might learn about God from the story of the blind men and the elephant • Talk about how and why Hindus might use statues and images (murtis) in their worship • Suggest symbolic meanings expressed in the images • Talk about the different ways that people can be seen and described • Consider how people might have multiple roles • Reflect on how others might see them • Talk about the different roles that they might have (friend, child,	Know that Hindus believe in one God (Brahman) who can be worshipped in many forms • Know that these forms (the deities) have different qualities and are portrayed in different ways • Suggest why Hindus might believe that it is important to show devotion to the deities • Know that Hindus might worship at a Mandir and/or the home shrine • Suggest why worship in the home might be important • Describe the meaning and symbolism of items used in worship (e.g. arti lamp, items on the puja tray) • Talk about qualities that make some people special • Identify ways in which humans show their gratitude to the people who matter in their lives	Develop an understanding of the importance of duty and commitment to many religions • Know that following Dharma (religious duty) is an important part of Hindu life • Suggest the impact of belief in Dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family • Describe how and why Hindus might celebrate Raksha Bandhan • Identify aspects of the celebration which remind Hindus of their Dharma	• Explore teachings about good and evil in the story of Rama and Sita • Describe what moral guidance Hindus might gain from the story of Rama and Sita • Make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold Dharma • Use subject specific language to describe how and why Hindus celebrate Diwali • Explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil • Discuss (with	• Make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty • Explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus • Explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer • Describe and explain a variety of ways that Hindus might celebrate the festival of Holi • Suggest why there might be differences in the way that Hindu festivals are	• Analyse Hindu beliefs about samsara, karma and moksha and how these are linked • Explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life' • Explain how belief in reincarnation and the law of karma might affect the way a Hindu lives • Describe and explain the four ashramas (stages of life) in the life of a Hindu • Explain how a person might change as they move from one ashrama to the next • Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of
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		• Know that Muslims believe in one God (Allah) • Know that Muslims believe the world was created by God • Talk about why Muslims might value the natural world • Know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet • Suggest how Muslims might show respect for God by caring for the natural world • Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it • Reflect on how they treat the natural world – and if they have a duty to look after it	• Suggest why Muslims believe that it is important to respect God • Talk about why Muslims would want to show their gratitude to God • Know that submission to God is an important aspect of Islamic life • Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis • Describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat • Suggest how making time for the five daily prayers is an act of submission • Talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer) • Identify ways in which humans show their gratitude • Talk about the things they do on a regular basis as a sign of their commitment and belonging • Reflect on who they should be grateful to and how they show this	• Develop and understanding of the importance of founders and leaders for religious communities • Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) • Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh) • Describe and give reasons for the Islamic practice of Zakah • Suggest why charity might be important to a Muslim – and the different ways that a Muslim	• Explore Islamic teachings about Ramadan from the Qur'an • Make links between Islamic values and the beliefs explored so far in their study of Islam • Use subject specific language to describe how and why Muslims fast at Ramadan • Explain the importance of Ramadan in the context of the Five Pillars of Islam • Consider the impact that fasting might have on individuals, families and communities • Discuss (with relevant examples) the importance of showing commitment to a belief, value or community • Consider the	• Explore Islamic beliefs about the Qur'an as the word of God • Explain how and why the Qur'an is a source of guidance for life for a Muslim • Explain the impact of believing that the Qur'an is divine revelation • Describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets • Explain how and why Muslims might commemorate the Night of Power • Describe and explain a variety of ways that Muslims might	• Analyse the Five Pillars of Islam and how they are linked • Explain how the beliefs and values of Islam might guide a person through life • Explain the importance of the Ummah for Muslims and that this is a community of diverse members • Describe and explain the importance of Hajj, including the practices, rituals and impact • Explain how a person might change once becoming a hajji • Consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make
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Key Vocabulary			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Christianity			

Advent		Baptism		Abrahamic Faiths		Atonement	
Altar		Ceremony		Agapé		Confession / Reconciliation	
Bible		Creator		Biblical		Crucifix	
Christian		Godparents		Christingle		Eucharist	
Christmas						Grace	
Church		Gospel		Creation		Holy Land	
Faith		Incarnation		Creed		Holy Week	
Festival				Cross		Lord's Prayer	
Font		Messiah		Denominations		Merciful	
God		Prayer		Disciple		Miracle	
		Salvation		Divine		Original Sin	
Harvest		Saviour		Genesis		Pilgrimage repentance	
Jesus Christ		Sin		Holy Spirit		Sacrament	
Magi		Son of God		Lent			
Nativity				Mission		The Fall	
Pew				New Testament			
Priest				Old Testament		Trinity	
Pulpit				Parables			
Shepherd				Pentecost			
Spire				Prophet			
Vicar				Resurrection			
Worship				Sacrifice			

Hindu Dharma																																								
<table><tr><td>Aum</td></tr><tr><td>Deities</td></tr><tr><td>Diwa lamp</td></tr><tr><td>Diwali</td></tr><tr><td>Hindu</td></tr><tr><td>Mandir</td></tr><tr><td>Murtis</td></tr><tr><td>Namaste</td></tr><tr><td>Prashad</td></tr><tr><td>Puja</td></tr><tr><td>Rama</td></tr><tr><td>Rangoli pattern</td></tr><tr><td>Sita</td></tr></table>	Aum	Deities	Diwa lamp	Diwali	Hindu	Mandir	Murtis	Namaste	Prashad	Puja	Rama	Rangoli pattern	Sita	<table><tr><td>Arti Lamp</td></tr><tr><td>Brahman</td></tr><tr><td>Universal Spirit</td></tr></table>	Arti Lamp	Brahman	Universal Spirit	<table><tr><td>Avatar</td></tr><tr><td>Dharma</td></tr><tr><td>Karma</td></tr><tr><td>King Ravana</td></tr><tr><td>Raksha Bandhan</td></tr><tr><td>Ramayana</td></tr><tr><td>Trimurti</td></tr><tr><td>Vedas (The)</td></tr></table>	Avatar	Dharma	Karma	King Ravana	Raksha Bandhan	Ramayana	Trimurti	Vedas (The)	<table><tr><td>Ashramas</td></tr><tr><td>Atman</td></tr><tr><td>Bhagavad Gita</td></tr><tr><td>Brahmacharya</td></tr><tr><td>Grihastha</td></tr><tr><td>Holi</td></tr><tr><td>Krishna</td></tr><tr><td>Moksha</td></tr><tr><td>Prince Prahlad</td></tr><tr><td>Rebirth</td></tr><tr><td>Samsara</td></tr><tr><td>Sannyasin</td></tr><tr><td>Vanaprastha</td></tr></table>	Ashramas	Atman	Bhagavad Gita	Brahmacharya	Grihastha	Holi	Krishna	Moksha	Prince Prahlad	Rebirth	Samsara	Sannyasin	Vanaprastha
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Allah	Adhan	Haji	Kabbah
Angel Jabril	PBUH	Night of Power	Makkah / Mecca
Call to prayer	Prophet	Salah	Ummah
Eid	Shahada	Sawm	
Fast	Submission	Zakat	
Minaret	Tawhid		
Mosque	5 Pillars		
Muezzin	Divine Revelation		
Muslim			
Prayer Mat			
Prophet			
Muhammad			
Qur'an			
Ramadan			
Wudu			