

Curriculum Overview – Religious Education



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the Locally Agreed Syllabus as our statutory foundation and broadly share its principles and aims including:

- 'To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement'.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop pupils' mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

Our RE curriculum challenges students to ask perceptive questions, analyse beliefs and meanings and articulate arguments from a variety of perspectives. It allows for a deep exploration of Christian faith as well as engaging extensively with other world religions and contemporary issues. We believe that a high-quality Religious Education should ensure that all students acquire a core knowledge and understanding of the beliefs and practises of the religions and worldviews which not only shape their history and culture, but which guide their own development. Students learn to understand the origins of people's beliefs, how to diligently show respect to the diverse range of religious beliefs they encounter and become confident in knowing their own identity.

Curriculum Aims

The Howden School curriculum for religious education aims to ensure that all pupils:

- continually deepen their religious and theological understanding and effectively communicate this;
- present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;
- raise awareness of the faith and traditions of other religious communities in order to respect and understand them;
- relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;

Building on prior learning - *What can students do by the end of KS2?*

Throughout key stage 2, pupils learn about Christianity and at least two of the other principal religions, recognising the impact of religion and belief locally, nationally and globally.

- They make connections between differing aspects of religion and consider the different forms of religious expression.
- They consider the beliefs, teachings, practices and ways of life central to religion.
- They learn about sacred texts and other sources and consider their meanings.
- They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them.
- They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.
- They communicate their ideas, recognising other people's viewpoints.
- They consider their own beliefs and values and those of others in the light of their learning in religious education.

What are the knowledge / skills gaps?

There are usually gaps in the student's religious knowledge as they are only required to study Christianity and two other religions at KS2. Different primary schools often teach different religions. There is also often a lack of focus on current ethical issues.

Curriculum Structure

Our programme of study is founded on the sequential development of three 'knowledge pillars' outlined below. However, in our delivery of the curriculum content the three knowledge types are not artificially separated from each other, and learners explore and deepen their knowledge and understanding of all three pillars simultaneously as they progress through the programme of study in KS3 and KS4.

Substantive Knowledge

The substantive knowledge includes the 'substance' of religious and non-religious traditions pupils study through the topics and faiths we explore. Substantive content includes:

- different ways that people express religion and non-religion in their lives, including diverse lived experiences and the comparisons of different traditions
- knowledge about artefacts and texts associated with different religious and non-religious traditions
- concepts that relate to religious and non-religious traditions, such as 'dharma', 'incarnation', 'ritual', 'authority', 'prayer', 'sacred', 'anatta' and 'moksha'
- the very concepts of 'religion' and 'non-religion' and debates around these ideas

There are well-established conventions within RE to refer to ways of categorising subject-specific concepts:

- concepts that are common to religious and non-religious experience (such as 'interpretation')
- concepts that are common to multiple forms of religious experience (such as 'sacrifice')
- concepts specific to a religious tradition (such as the Christian notion of 'incarnation')

Ways of Knowing

'Ways of knowing' is the deliberate development of scholarly techniques through which we explore the substantive content. It refers to the different ways that pupils learn how it is possible to explore that substantive knowledge. In essence it is the development of the skills required to become an expert practitioner in the subject.

It includes

- knowledge of the methods, processes and tools of scholarship that are used to study and interpret religions
- knowledge of the types of conversation (or 'modes of enquiry') that academic communities have about religion/non-religion

Through this, pupils will be taught to consider

- how knowledge came about (for example, who constructed the knowledge or how it might have been formed from academic disciplines)
- the status of claims (for example, how accurate a generalisation about religion might be)
- the difference between conceptions and misconceptions (for example, whether the term 'believer' is an appropriate term for all adherents and practitioners of different traditions)
- the type of method that may have been used to derive that knowledge and the suitability of methods (for example, the strengths and limitations of interview methods for portions of curriculum content)

Personal Knowledge

The development of personal knowledge enables our learners to develop their understanding of their 'personal worldview'. This position is their own viewpoint or perspective on the world, which is influenced by, for example, their values, prior experiences and own sense of identity.

Key subject skills – KS3

Learning about Religion	Learning from Religion
<p>Knowledge and understanding of religion is what pupils learn about the nature and demands of ultimate questions, about a faith response to ultimate questions, as expressed in and through traditional belief systems. It includes the interpretation of core values, and the shaping influences of religious beliefs and values on cultural and personal histories. This type of learning provides pupils with the ability to form an ‘impersonal or public mode’ of understanding.</p> <p>This fosters the ability to:</p> <ul style="list-style-type: none"> • identify religious beliefs and teachings in order to give a coherent account of a believer’s response to the world • describe religious practice and lifestyles in a religious tradition and compare and contrast that with others • explain the meaning of religious language, story and symbolism. 	<p>Reflection and Response is what pupils learn from their studies in religion about themselves. It is about considering ultimate questions in their own experience and considering how they might respond to them, about discerning core values and learning to interpret them, and recognising the shaping influence of their own beliefs and values on their development as persons.</p> <p>It provides the opportunity for them to discern a spiritual dimension (or otherwise) in their own experience, about the need for them to take responsibility for their own decision-making, especially in matters of personal belief and conduct. This type of learning might be said to result in self-awareness and personal knowledge.</p> <p>This fosters the ability to:</p> <ul style="list-style-type: none"> • explore human identity, personality and experience • reflect upon questions of meaning and purpose • identify and respond to values and commitments in themselves and others.

Key subject skills – KS4

AO1	AO2
<p>Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs. 	<p>Analyse and evaluate aspects of religion and belief, including their significance and influence.</p>

Vocabulary

Having a rich, ambitious, broad vocabulary is vital for learners to succeed, both in school and throughout their lives.

Tier 1 vocabulary is the simplest. These are the words we use in everyday conversation, such as “put”, “get”, “walk”, etc. On the other side of the spectrum, Tier 3 vocabulary is the subject-specific vocabulary of a particular discipline. These are words that aren’t used outside of the context of a specific subject, or have a different

meaning in one subject versus another. In the middle of these two tiers is Tier 2 vocabulary. Tier 2 vocabulary are challenging, ambitious words that don't usually crop up in day-to-day conversation. These are the words that allow us to access academic texts, such as high-level literature, newspaper articles and exam papers.

At Howden School, tier 3 and tier 2 vocabulary is explicitly taught across our school curriculum. The tier 3 vocabulary is indicated for each topic in the curriculum sequencing below. The following tier 2 words are developed and used throughout out RE curriculum.

Tier 2 vocabulary – Describe, Explain, Discuss, Analyse, Evaluate, Sources, Comparison, Contrast, Similarity, Difference, Communicate.

Curriculum Sequencing

Key Stage 3: Year 7 – Long Term Planning

	Autumn term	Spring term	Summer term
Content	<p>The God Idea</p> <ul style="list-style-type: none"> Animism - How did ideas about God develop? What do Christians, Jewish people, Hindus and Sikhs believe about God? A comparison of the Christian and Sikh beliefs about God. What do Muslims believe about Allah? What is Christian baptism and Confirmation? What are Bar Mitzvah and Bat Mitzvah? What happens when a Muslim is born and dies? What happens when a Sikh is born and goes through initiation? What are Hindu samskaras? How do Christians worship at Christmas? 	<p>Wise Words</p> <ul style="list-style-type: none"> What do we know about Jesus? An analysis of the incarnation. What do you know about the Buddha? What do you know about Guru Nanak How did Judaism begin? What do we know about the Prophet Muhammad (pbuh)? Why is the Bible special to Christians? What do Buddhist scriptures contain? What are the Hindu holy books? Why is the Guru Granth Sahib sacred to Sikhs? What are the Jewish holy books? Why is the Qur'an special to Muslims? What is the Easter story? 	<p>Sacred Earth</p> <ul style="list-style-type: none"> Where do Christians worship? What is pilgrimage and where do Christians go? Where do Muslims worship? Where do Muslims go on Hajj? A comparison of the church and mosque. Where do Hindus worship? Where do Hindus go on pilgrimage? What happens at the Buddhist centre? Where do Buddhists go on pilgrimage? Should protecting the environment be the central focus for religious people? Why do religious people believe they need to help the planet?
Tier 3 Vocabulary	Animism Omnipotent Omniscient Shema Truth	Prophecy Wisdom Tripitaka TaNaK The Upanishads	Stewardship Environmental Diwan Hall Khalifah
Assessment	Substantive knowledge <ul style="list-style-type: none"> Identify what it means to be religious. 	Substantive knowledge <ul style="list-style-type: none"> Identify sources of wisdom for different religions. 	Substantive knowledge <ul style="list-style-type: none"> Identify reasons why religions consider the Earth to be a sacred place

	<p>Ways of knowing</p> <ul style="list-style-type: none"> Analyse and interpret key beliefs of different religions and other worldviews about the nature of god/ultimate reality. Evaluate ways in which religious practices, including rites of passage, engender a shared sense of identity Analyse different personal, religious and cultural reasons for diverse religious practices Evaluate the importance of different forms of religious and spiritual expression <p>Personal Knowledge</p> <ul style="list-style-type: none"> Examine questions about religion and spirituality - can you be spiritual but not religious? 	<p>Ways of knowing</p> <ul style="list-style-type: none"> Demonstrate how sources of wisdom may be interpreted by different faith communities. <p>Personal Knowledge</p> <ul style="list-style-type: none"> Examine how sources of wisdom and authority influence people's lives. 	<p>Ways of knowing</p> <ul style="list-style-type: none"> Consider ways in which religions respond to the challenge to live responsibly and sustainably <p>Personal Knowledge</p> <ul style="list-style-type: none"> Examine how religious teachings about the environment influence behaviours towards the planet.
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Key Stage 3: Year 8 – Long Term Planning

	Autumn term	Spring term	Summer term
Content	<p>The Global Dimension</p> <ul style="list-style-type: none"> Where are the major religions practised? What are the connections between the major religions? How religions use symbols to present complex ideas? What do religions share? How do Christians worship? How do Hindus worship? A comparison between Christian and Hindu worship. How do Sikhs worship? How do Jewish people worship? How do Muslims pray? What are the Muslim festivals? What is Hanukah? 	<p>Fairness for all</p> <ul style="list-style-type: none"> Why is religion important in the world? What is the Christian moral code? What is the importance of Christianity worldwide? How does Islam contribute to UK culture? How do Muslims give? What does it mean to be Jewish? How should Jewish people behave in the world? An analysis of Ahimsa. What is the Buddhist moral code? What is the Sikh way of life? Why do Christians believe in Easter? 	<p>What if?</p> <ul style="list-style-type: none"> What is the sanctity of life? How might Christians explain the origins of the universe? How would Muslims answer the question about how the world began? What is the Hindu idea about the beginning of the universe? A comparison between the Christian and Hindu creation stories. What is the arguments from design? What is the Cosmological argument? What do Muslims believe about the Day of Judgement and the afterlife? Do Hindus believe in life after death? Can anyone attain enlightenment?

	<ul style="list-style-type: none"> • What are the Hindu festivals? • What is Christmas all about? 		<ul style="list-style-type: none"> • Do Humanists believe in life after death? • How are lives impacted by religion and belief? • What does it mean to be human?
Tier 3 Vocabulary	<p>God Authority Jumu'ah (Friday prayer) Khutbah (sermon) Anglican, Roman Catholic, Protestant Liturgy</p>	<p>Stewardship Mission Greater Jihad (struggle) Mensch (living well) Dukkha</p>	<p>Sanctity of Life Nirvana Anatta (the soul is an illusion) Moksha Purgatory</p>
Assessment	<p>Substantive knowledge</p> <ul style="list-style-type: none"> • Describe the ways religions use media to share their message <p>Ways of knowing</p> <ul style="list-style-type: none"> • Evaluate the influence of modern technology on religious beliefs and practice • Evaluate different ways in which people of religion have contributed to our language, knowledge and understanding of the world <p>Personal Knowledge</p> <ul style="list-style-type: none"> • Consider reasons why some people may support and others may question religious ways of living 	<p>Substantive knowledge</p> <ul style="list-style-type: none"> • Identify examples of unjust treatment and the ways in which people of faith have responded <p>Ways of knowing</p> <ul style="list-style-type: none"> • Explore the origin, development and current practice of local faith communities <p>Personal Knowledge</p> <ul style="list-style-type: none"> • Examine how people can help those in need. 	<p>Substantive knowledge</p> <ul style="list-style-type: none"> • Interpret the instructions in sacred texts about how to live <p>Ways of knowing</p> <ul style="list-style-type: none"> • Explain how beliefs about the sanctity of life affect the lives of religious believers • Analyse a range of forms of religious practice which arise from sacred teachings <p>Personal Knowledge</p> <ul style="list-style-type: none"> • Debate questions and dilemmas about the nature of human life

Key Stage 3: Year 9 – Long Term Planning

	Autumn term	Spring term	Summer term
Content	<p>Building Bridges</p> <ul style="list-style-type: none"> • What is the future of religion? • Is religious belief and practice diminishing or growing? • How is the pattern of religious adherence changing across the world? 	<p>Religion and STEM</p> <ul style="list-style-type: none"> • What is the contribution of people of faith to our understanding of the world? • Who was and what was the contribution of people such as Ibn Sina (Avicenna, 980-1037 CE), Brahmagupta (598-665 CE), and 	<p>Living a Secular Life</p> <ul style="list-style-type: none"> • Is it possible to be good without belief in god? • What is the difference between atheist and agnostic? • How do people without a religious faith decide how to live?

	<ul style="list-style-type: none"> • How is religious observance changing? • What do different sacred texts teach about how to live? • What examples of tolerance and respect can be found within and between communities? • What would make Britain more tolerant and respectful? • Is it possible to live in a world without religion? • Can faith bring people together? • Can religion be a force for good? 	<p>Einstein? How was the thinking of renowned scientists such as Charles Darwin or Richard Dawkins influenced by their beliefs?</p> <ul style="list-style-type: none"> • Traditionally people in the UK learn about Western contributions to science; do you think it's important that people learn about contributions to science and philosophy from different times and cultures? • How do religions respond to developments such as replacement body parts in medical science? • Hindus say that gaining and sharing knowledge is the greatest form of sewa (selfless service) you can do in life: would you agree? • Does knowledge of the world change what an individual believes? • "No Muslim is just a Muslim – what is Dr Farid Panjwani saying about religious identity in this quote? • Are religion and science compatible? • Reflect on Einstein's quote 'science without religion is lame, religion without science is blind' • Do religious scientists have the best of both worlds believing in god and science? 	<ul style="list-style-type: none"> • Should society's laws override religious laws? • How can society be more pluralistic? • Should religious people do more to solve the world's environmental problems? • How does their engagement express their beliefs? • Should humans be able to use animals as they choose? • How does contemporary fiction depict people of faith, and challenge stereotypes? • What did Karl Marx mean when he said, "Religion is... the opium of the people" in relation to the social and economic problems of his time. • Is it possible to be Christian yet not believe in the Trinity? • What difference does it make to follow a religion? • Has religion passed its 'sell-by' date?
Tier 3 Vocabulary	Worldviews, truth Dialogue, respect, controversy	Civilisation, globalisation, evolution, creation STEM, theories, morality, spirituality	Secular, ultimate reality, truth, authority Reality, beliefs, knowledge, agnostic, humanist.
Assessment	<p>Substantive knowledge</p> <ul style="list-style-type: none"> • Identify why people are religious <p>Ways of knowing</p> <ul style="list-style-type: none"> • Analyse ways in which faiths come together through shared beliefs 	<p>Substantive knowledge</p> <ul style="list-style-type: none"> • Identify contributions to society made by scientists and philosophers <p>Ways of knowing</p>	<p>Substantive knowledge</p> <ul style="list-style-type: none"> • Identify what it means to be religious <p>Ways of knowing</p> <ul style="list-style-type: none"> • Investigate and evaluate diverse ways in which people, including faith members, express their beliefs

	<ul style="list-style-type: none"> Investigate a religious controversy, presenting arguments from both sides <p>Personal Knowledge</p> <ul style="list-style-type: none"> Explain some reasons for diversity within and between religions 	<ul style="list-style-type: none"> Evaluate different ways in which people of religion have contributed to our language, knowledge and understanding of the world <p>Personal Knowledge</p> <ul style="list-style-type: none"> Debate and evaluate contrasting views about the origins of the universe 	<ul style="list-style-type: none"> Analyse and interpret key beliefs of different religions and other worldviews about the nature of god / ultimate reality <p>Personal Knowledge</p> <ul style="list-style-type: none"> Consider and compare with other worldviews the ways in which people of faith respond to ultimate questions, moral and ethical issues
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Key Stage 4 Year 10 – Long Term Planning

	Autumn term	Spring term	Summer term
Content	<p>Christian Beliefs and Crime and Punishment</p> <ul style="list-style-type: none"> The Trinity Creation The Incarnation The last days of Jesus' life Salvation Christian eschatology The problem of evil and Divergent solutions to the problem of evil Justice Crime Good, evil and suffering Punishment Forgiveness Treatment of criminals The death penalty 	<p>Living the Christian Life</p> <ul style="list-style-type: none"> Christian worship The sacraments Prayer Pilgrimage Christian celebrations The future of the Church The local church The worldwide church 	<p>Peace and Conflict and Muslim Beliefs</p> <ul style="list-style-type: none"> Peace Peacemaking Conflict Pacifism Just war Holy war Weapons of mass destruction Issues surrounding conflict The six Beliefs The five roots of 'Usul ad-Din The nature of Allah Risalah Muslim holy books Al-Qadr Akhirah
Tier 3 Vocabulary	<p>Trinity The incarnation Salvation Ascension Atonement Omnipotent Orthodox</p>	<p>Evangelisation Creed Denominations Liturgical Sacrament Baptism Eucharist</p>	<p>Conscientious objector Forgiveness Pacifist Peacemaker Tawhid Mi'ad Adalat 'Usul ad-Din</p>

Assessment	<p>Essay Question: 'Christians should believe that God created the universe using words.'</p> <p>Essay Question: 'People suffer because they have done wrong.'</p> <p>Short answer exam questions.</p> <p>Essay Question: 'It was essential that God became human as Jesus.'</p> <p>Essay Question: 'Torture should never be used on criminals.'</p>	<p>Essay Question: 'Worship should have no formal structure.'</p> <p>Essay Question: 'All Christians should take part in missionary work.'</p> <p>Short answer exam questions</p> <p>Essay Question: 'The Lord's Prayer is the most important prayer.'</p>	<p>Essay Question: 'There are more similarities than differences between Sunni and Shi'a beliefs.'</p> <p>Essay Question: 'All Muslim holy books are equally important.'</p> <p>Mock exams</p> <p>Essay Question: 'Christians are far too soft on criminals and should support tougher punishments.'</p> <p>Essay Question: 'Murderers should never be forgiven.'</p>
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Key Stage 4: Year 11 – Long Term Planning

	Autumn term	Spring term	Summer term
Content	<p>Marriage and the Family and Living the Muslim Life</p> <ul style="list-style-type: none"> • Marriage • Sexual relationships • The family • Support for the family • Contraception • Divorce • Equality of men and women • Gender prejudice and discrimination • Ten obligatory Acts • Shahadah • Salah • Sawm • Zakah and Khums • Hajj • Jihad 	<p>Matters of Life and Death</p> <ul style="list-style-type: none"> • Origins and value of the universe • Sanctity of life • Origins and value of human life • Abortion • Life after death • Responses to arguments against life after death • Euthanasia • Issues in the natural world. 	<p>Revision</p> <ul style="list-style-type: none"> • Past papers • Sources of wisdom and authority • Mini tests • Mock exams • Recall • Revise • Retain • Short answer exam questions

	<ul style="list-style-type: none"> • Celebrations and commemorations 		
Tier 3 Vocabulary	Cohabitation Nikah Procreation Adultery Shahadah Ramadan Sawm	Evolution Survival of the fittest Abortion Ensoulment Conception	
Assessment	Essay Question: 'People should only have sex with the person they are married to.' Essay Question: 'There is no such thing as a "normal" type of family.' Mock exams Essay Question: 'There is no need for contraception.' Essay Question: 'If everyone gave Zakah and Khums the world would be a better place.'	Essay Question: 'I do not believe that there is a clash between science and religion.' Essay Question: 'Allah created the universe for humans to use as they want.' Mock exams Essay Question: 'The main purpose of a Muslim's life is to achieve paradise.' Essay Question: 'For a Muslim allowing an abortion may be the most compassionate response.'	Essay Question: 'Terrorism is impossible to overcome.' Essay Question: 'Religion prevents conflicts.' Short answer exam questions. Essay Question: 'The Qur'an is all a Muslim needs to understand the nature of Allah.' Essay Question: 'A Muslim should never divorce.'

Appendix - KS4 Vocabulary and Key Terms Definitions

CHRISTIANITY

ASCENSION - Going or being taken up; the event forty days after the resurrection when Jesus returned to glory in heaven.

ATONEMENT - Making amends or payment for a wrong. The belief that reconciliation between God and humanity that was brought about by the death of Jesus as a sacrifice.

BAPTISM - The sacrament through which people become members of the Church. It involves the use of water as a symbol of the washing away of sin.

CATHOLIC: The tradition within the Christian Church which is led by the Pope; also called the Roman Catholic Church.

CHRIST: Literally means 'Anointed One' in Greek; the Hebrew equivalent is Messiah. The leader promised by God to the Jews; Christians believe Jesus to be the Christ.

CREATION: Bringing the world into existence; the belief that the world is God's loving creation.

CRUCIFIXION: The death of Jesus; a form of the death penalty used by the Romans.

EASTER: Festival/celebration of the resurrection of Jesus; the Easter season ends with Pentecost (50 days after Easter Sunday) which remembers the coming of the Holy Spirit to earth following the ascension.

EUCCHARIST/HOLY COMMUNION: Literally 'thanksgiving'; a sacrament in which the death and resurrection of Jesus are celebrated, using bread and wine.

EVANGELISM: Preaching the gospel (the good news about God) to convert people to the Christian faith.

GRACE: The unconditional and generous love that God shows to people who do not deserve it.

HEAVEN: Belief that after death Christians can enter a state of being with God for eternity.

HELL: Belief in a place of eternal suffering, or a state after death of being in separation from God.

HOLY SPIRIT - The third Person of the Trinity; believed to be present with believers since Pentecost and active on earth.

INCARNATION: - Literally 'in flesh', or 'enfleshed;' belief that God took on human form in the person of Jesus.

JUDGEMENT: - The belief that God will decide whether each person should receive eternal life or eternal punishment based on their earthly life.

LITURGICAL WORSHIP: - A church service which follows a set structure or ritual.

LAW: - Rules or commands which must be followed; the law of God is revealed in the Bible.

MISSION: - Literally 'sent out'; the duty of Christians to spread the gospel (the good news about Jesus).

OMNIPOTENT: - The belief that God is 'all powerful'.

ORIGINAL SIN: - Belief human nature is flawed, and that we all have the tendency to sin; traditional belief held by some Christians that this came from Adam & Eve's eating of the forbidden fruit as recorded in Genesis 3.

ORTHODOX: - A denomination/tradition of the Church popular in some parts of Eastern Europe. There are two main Orthodox Churches – Greek and Russian.

PERSECUTION: - Facing hostility and ill-treatment; some Christians face punishment and death for practising their faith.

PILGRIMAGE: - A religious journey to a holy site/sacred place, it is an act of worship and devotion.

PROTESTANT: - Christian denominations in which authority is generally based on the Bible, rather than Church tradition/teaching. (eg Anglican, Methodist, Baptist).

RECONCILIATION: - Making up and rebuilding relationships between two groups/sides after disagreement.

RESURRECTION: - Being raised from the dead; the event three days after the crucifixion when it is believed that God raised Jesus from the dead.

SACRAMENT: - The outward and visible sign of an invisible and spiritual grace. (eg Baptism and the Eucharist are recognised as sacraments by most Christians).

SALVATION: - Being saved; belief that through God's grace, Jesus' death and resurrection brought about salvation for humanity. Saving of the soul and being able to enter eternal life in heaven.

TRINITY: - The belief that God as One includes God also being manifest in three Persons: the Father, Son and Holy Spirit.

WORD: - In the Bible, John 1 describes God creating the world through his eternal Word. This links the eternal Word to Jesus in the statement: "The Word was made flesh and dwelt among us" (John 1:14).

WORSHIP: - Showing adoration and reverence; offering praise to God.

ISLAM

ALLAH – Arabic name for God.

QUR'AN – the holiest text in Islam.

MUHAMMAD – the last prophet sent by Allah.

ADALAT – Divine Justice.

MI'AD – the Day of Judgement and the Resurrection.

TAWHID – belief in one God; the oneness of Allah.

'USUL AD -DIN – name given to the principles of faith in Shi'a Islam.

BENEFICENCE – kindness, generosity.

IMMANENCE – a belief that Allah acts in the world.

OMNIPOTENCE – being all-powerful.

TRANSCENDENCE - a belief that Allah is above and beyond his creation.

RISALAH – the system of communication between Allah and people, through prophets.

AKHIRAH – life after death, when the Day of Judgement takes place.

NIKAH – marriage contract.

ADULTERY – sex where one or both of those involved are already married to someone else (extramarital sex).

BLENDED FAMILY – two families uniting when parents meet new partners.

NUCLEAR FAMILY – mother, father and children living as one unit.

UMMAH – community of Muslims around the world.

SITUATION ETHICS – the idea that people should base moral decisions on what is the most loving thing to do.

DIVORCE – legally ending a marriage.