

RE: Progression in learning Long Term Plan

EYFS – Year 6

EYFS						
Cycle A/B	Autumn		Spring		Summer	
	<p>F4 Being special: where do we belong?</p> <ul style="list-style-type: none"> Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant baptism and dedication Recall simple what happens when a baby is welcomed into a religion other than Christianity Retell religious stories making connections with personal experiences 	<p>F2 Why is Christmas special for Christians?</p> <ul style="list-style-type: none"> Talk about people who are special to them Say what makes their family special to them Recall simply what happens at a traditional Christian Festival (Christmas) Begin to recognise the word incarnation as describing the belief that God came to Earth as Jesus Retell religious stories making connections 	<p>F1 Why is the word 'God' so important to Christians?</p> <ul style="list-style-type: none"> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Think about the wonders of the natural world, expressing ideas and feelings Talk about what people do to mess up the world and what they do to look after it. Retell stories, talking about what they say about the world, God, human beings Say how and when Christians like to thank their creator. 	<p>F3 Why is Easter special to Christians?</p> <ul style="list-style-type: none"> Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians Talk about ideas of new life in nature Recognise some symbols Christians use during Holy Week e.g. Palm Leaves, cross, eggs And make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter. 	<p>F5 What places are special and why?</p> <ul style="list-style-type: none"> Talk about somewhere that is special to themselves, saying why Get to know and use appropriate words to talk about their thoughts and feelings about visiting church Express a personal response to the natural world. Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God Recognise that some religious people have places which have special meaning for them Talk about the things that are special and 	<p>F6 What times/stories are special and why?</p> <ul style="list-style-type: none"> Identify some of their own feelings in the stories they hear Talk about some religious stories Recognise some religious words about god Identify a sacred text Talk about some of the things these stories teach believers.

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		with personal experiences			valued in a place of worship.	
Development Matters links:	Talk about members of their immediate family and community.					
Understanding the World	Compare and contrast characters from stories, including figures from the past.					
	Understand that some places are special to members of their community.					
	Recognise that people have different beliefs and celebrate special times in different ways.					

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Cycle A	<u>KS1</u>		
<p><u>Areas of study</u></p> <ul style="list-style-type: none"> ❖ Christianity ❖ Judaism ❖ More than one religion's viewpoint ❖ Worldviews 	<p>1.2 Who do Christians say made the World?</p> <ul style="list-style-type: none"> • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections the make between the Jewish/Christian story and the world they live in. • Retell the story of creation from Genesis 1:1-2:3 simple • Recognise that Creation is the beginning of the 'big story' of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for creation. 	<p>1.7 Who is Jewish and how do they live?</p> <ul style="list-style-type: none"> • Talk about what they think is good about reflection, thanking, praising and remembering for Jewish people, give a good reason for their answer • Give a good reason for the ideas about whether reflecting, thing, praising and remembering have something to say to them too • Recognise the words of the Shema as a Jewish prayer • Retell simple some stories used in Jewish celebrations • Give examples of how the stories used in celebrations • Give examples of how Jewish people celebrate special times • Make links between Jewish ideas of God found in the stories and how people live. • Give an example of how some Jewish people might remember God in different ways. 	<p>1.5 Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a big story of the bible • Tell stories of Holy Week and Easter and recognise a link with the ideas of Salvation (Jesus rescuing people) • Recognise that Jesus gives instructions about how to behave • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter • Think, talk and ask questions about whether the story of Easter only has something to say to Christians or if it has anything to say to pupils about sadness, hope, or heaven, exploring different ideas and giving a good reason for their ideas. <p>1.9 How should we care for others and for the world and why does it matter?</p> <ul style="list-style-type: none"> • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories

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			<ul style="list-style-type: none"> • Give examples of how Christians and Jews can show care for the natural earth • Say and why Christians and Jews might look after the natural world • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
			Eco-schools and sustainability link
Religious celebrations	Harvest Remembrance Festival of Light Christmas	Lent The Easter Story	Pentecost The Holy Trinity
Ongoing themes	1.10: What does it mean to belong to a faith community? To be taught across both years and will be delivered through RE days, visits, visitors and events.		

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Cycle B	KS1		
<p><u>Areas of study</u></p> <ul style="list-style-type: none"> ❖ Christianity ❖ Islam ❖ More than one religion's viewpoint ❖ Worldviews 	<p>1.1 What do Christians believe God is like?</p> <p>1.3 Why does Christmas matter to Christians?</p> <ul style="list-style-type: none"> • Recognise that stories of Jesus' life come from the Gospels • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas • Think, talk and ask questions about Christmas for people who are Christians and for people who are not. • Decide what they personally have to be thankful for, giving a reason for their ideas. 	<p>1.8 What makes some places sacred to believers?</p> <ul style="list-style-type: none"> • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas. • Talk about what makes some places special to people and what the differences are between religious and non-religious special places. • Recognise that there are special places where people go to worship and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God connecting these beliefs simply to a place of worship • Give examples of stories, objects, symbols and actions used in churches, mosques and or synagogues which show what people believe • Give simple examples of how people worship at a church, mosque or synagogue. • Talk about why some people like to belong to a sacred building or a community. <p>1.4 What is the Good news people believe Jesus brings?</p>	<p>1.6 Who is a Muslim and how do they live?</p> <ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important to Muslims. • Identify some of the key Muslim beliefs about God found in the Shahada and the 99 names of Allah and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims put their beliefs about prayer into action • Think, talk about and ask questions about Muslims belief and ways of living

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		<ul style="list-style-type: none"> • Think, talk and ask questions about whether Jesus' good news is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas • Tell stories from the Bible and recognise a link with the concept of Gospel or Good news • Give clear, simple accounts of what bible texts mean to Christians • Recognise that Jesus gives instructions to people about how to behave • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless. • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives. 	
Religious celebrations	Harvest Remembrance Christmas	Lent Easter	Pentecost The Holy Trinity
Ongoing themes	1.10: What does it mean to belong to a faith community? To be taught across both years and will be delivered through RE days, visits, visitors and events.		

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Cycle A	<u>LKS2</u>		
<p><u>Areas of study</u></p> <ul style="list-style-type: none"> ❖ Christianity ❖ Judaism ❖ Hinduism 	<p>L2.2 What does it mean for someone to follow God?</p> <ul style="list-style-type: none"> • Make clear links between the story of Noah and the ideas of covenant • Make simple links between the story of Noah and promises that Christians make at a wedding ceremony • Make links between the story of Noah and how we live in school and the wider world. <p>L2.3 What is the Trinity and why is it important for Christians?</p> <ul style="list-style-type: none"> • Recognise what a Gospel is and give an example of the kinds of stories it contains • Offer suggestions about what texts about baptism and trinity mean • Give examples of what these texts mean to some Christians today • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live • Make links between some bible texts studied and the idea of God in Christianity, expressing clearly some 	<p>L2.7 What do Hindus believe that God is like?</p> <ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God. • Make clear links between some stories and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God • Make simple links between beliefs about God and how Hindus live • Identify some different ways in which Hindus worship. • Raise questions and suggest answers whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a spark of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. <p>L2.8 What does it mean to be a Hindu in Britain today?</p> <ul style="list-style-type: none"> • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean 	<p>L2.6 For Christians, what was the impact of Pentecost?</p> <ul style="list-style-type: none"> • Make clear links between the story of Pentecost and Christian beliefs about the kingdom of god on Earth. • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to come Christians now. • Make simple links between the descriptions of Pentecost in Acts 2, the holy spirit, the kingdom of God, and how Christians live now • Describe how Christians show their beliefs about the Holy Spirit in worship. • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. <p>L2.10 How do festivals and family life show what matters to Jewish people?</p> <ul style="list-style-type: none"> • Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. • Make clear links between the story of exodus and Jewish beliefs about God and his relationship with the Jewish people

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	<p>ideas of their own and about what Christians believe God is like.</p>	<ul style="list-style-type: none"> • Make links between Hindu practices and the ideas that Hinduism is a whole way of life (Dharma) • Describe how Hindus how their faith within their families in Britain today. • Describe how Hindus show their faith within their communities in Britain today • Identify some different ways in which Hindu show their faith • Raise questions and suggest answers about what is good about being a Hindu in Britain today and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. 	<ul style="list-style-type: none"> • Offer informed suggestions about the meaning of the Exodus story for Jewish people • Make simple links between Jewis belifs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in the wider community. • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils own lives and giving good reasons for their ideas.
<p>Religious celebrations</p>	<p>Harvest Remembrance Christmas</p>	<p>Lent Easter – Experience Easter Day</p>	<p>Pentecost and the Holy Trinity</p>
<p>Ongoing themes</p>	<p><u>Understanding Christianity</u> How can following God bring freedom and justice? What difference does the Resurrection make for Christians?</p>		

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Cycle B	LKS2		
<p><u>Areas of study</u></p> <ul style="list-style-type: none"> ❖ Christianity ❖ Islam ❖ More than one religion's viewpoint 	<p>L2.1 What do Christians learn from the creation story?</p> <ul style="list-style-type: none"> ● Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. ● Place the concepts of God and Creation on a timeline of the Bible's big story ● Make clear links between Genesis 1 and what Christians believe about God and creation ● Recognise that the story of the fall in Genesis 3 gives an explanation of why things go wrong in the world. <p>L2.11 – thematic unit How and why do people mark the significant events of life?</p> <ul style="list-style-type: none"> ● Identify some beliefs about love, commitment and promise in two religious traditions and describe what they mean ● Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people 	<p>L2.9 How do festivals and worship show what matters to Muslims?</p> <ul style="list-style-type: none"> ● Identify some beliefs about God in Islam, expressed in Surah ● Make clear links between beliefs about God and ibadah(e.g. how God is worth worshiping; how Muslims submit to God) ● Give Examples of Ibadan (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. ● Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) ● Raise questions and suggest answers about the value of submission and self-control to Muslims and whether there are benefits for people who are not Muslims ● Make links between the Muslim idea of living in harmony with the creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. <p>L2.4 What kind of world did Jesus want?</p>	<p>L2.5 Why do Christians class the day Jesus died 'Good Friday'?</p> <ul style="list-style-type: none"> ● Recognise the word salvation and that Christians believe Jesus cam to save or rescue people e.g. showing them how to live ● Offer informed suggestions about what the events of Holy Week mean to Christians ● Give examples of what Christians say about the importance of the events of Holy week ● Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities ● Describe how Christians show their beliefs in worship in different ways ● Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died Good Friday, giving good reasons for their suggestions <p>2.12 - thematic unit How and why do people try to make the world a better place? Eco school link</p> <ul style="list-style-type: none"> ● Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) ● Make links between religious beliefs and teachings and why people try to live and make the world a better place

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	<ul style="list-style-type: none"> Describe what happens in ceremonies of commitment and say what these rituals mean. Make simple links between beliefs and love and commitment and how people in at least two religious traditions live Identify some differences in how people celebrate commitment Raise questions and suggest answers about whether it is good for everyone to see life journey and to mark the milestones Make links between ideas of love, commitment and promises in religious and non religious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today. 	<ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be fishers of people Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian Give examples of how Christians try to show love for all, including how Christian's leaders try to follow Jesus' teaching in different ways. Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	<ul style="list-style-type: none"> Make simple links between teachings about how to live and ways in which people try to make the world a better place Describe some examples of how people try to live (e.g. individuals and organisations) Identify differences in how people put their beliefs into action. Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious world views and pupil's own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.
Religious celebrations	Harvest Remembrance Christmas	Lent Easter	Pentecost and the Holy Trinity
Ongoing themes	<u>Understanding Christianity</u> How can following God bring freedom and justice		

DOWN AMPNEY PRIMARY SCHOOL

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	What difference does the Resurrection make for Christians?
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Cycle A	<u>UKS2</u>		
<p><u>Areas of study</u></p> <ul style="list-style-type: none"> ❖ Christianity ❖ Judaism ❖ Hinduism ❖ More than one religion's viewpoint 	<p>U2.1 What does it mean for Christians to believe that God is holy and loving?</p> <ul style="list-style-type: none"> ● Identify some different types of biblical texts, using technical terms accurately ● Explain connections between biblical texts and Christian ideas of God using the theological terms ● Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed ● Show how Christians put their beliefs into practice in worship ● Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today developing insights of their own. <p>U2.3 Why do Christians believe that Jesus is the Messiah?</p> <ul style="list-style-type: none"> ● Explain the place of Incarnation and Messiah within the big story of the bible 	<p>U2.7 Why do Hindus want to be good?</p> <ul style="list-style-type: none"> ● Identify and explain Hindu beliefs using technical terms accurately ● Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc ● Make clear connections between Hindu beliefs about Dharma, karma, samsara and moksha and ways in which Hindus live. ● Connect the four Hindu aims of life and the four stages of life with beliefs about Dharma, karma, moksha ● Give evidence and examples to show how Hindus put their beliefs into practice in different ways. ● Make connections between Hindu beliefs studied and explain how and why they are important to Hindus ● Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of views. <p>U2.4 How do Christians decide how to live? What would Jesus do?</p> <ul style="list-style-type: none"> ● Make connections between Christian teaching and the issues, problems and opportunities in the world today including their own lives. ● Articulate their own responses to the issues studied recognising different point of view. ● Identify features of Gospel texts 	<p>U2.6 For Christians, what kind of king was Jesus?</p> <p>U2.9 Why is the Torah so Important to Jewish people?</p> <ul style="list-style-type: none"> ● Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today ● Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. ● Identify and explain Jewish beliefs about God ● Give examples of some texts that say what God is like and explain how Jewish people interpret them ● Make clear connections between Jewish beliefs about the Torah and how they use and treat it. ● Make clear connections between Jewish commandments and how Jews live

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	<ul style="list-style-type: none"> Identify the Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practise in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible Weigh up how far the idea of Jesus as the Messiah – a Saviour from God – is important in the world today and if it is true what difference that might make in people's lives, giving good reasons for their answers. 	<ul style="list-style-type: none"> Taking account of the context, suggest meanings of Gospel texts studies and compare their own ideas with ways in which Christians interpret biblical texts Make clear connections between Gospel texts, Jesus 'good news' and how Christians lives in the Christin community and in their individual lives. 	<p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways</p>
Religious celebrations	Harvest Remembrance Christmas	Lent Easter	Pentecost and the Holy Trinity
Ongoing themes	<p><u>Understanding Christianity</u> How can following God bring freedom and justice What difference does the Resurrection make for Christians?</p>		

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Cycle B	<u>UKS2</u>		
<p><u>Areas of study</u></p> <ul style="list-style-type: none"> ❖ Christianity ❖ Islam ❖ More than one religion's viewpoint 	<p>U2.2 Creation and science: conflicting or complementary?</p> <ul style="list-style-type: none"> ● Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses ● Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary with a scientific account, giving good reasons for their views. ● Identify what types of text some Christians say Genesis 1 is and its purpose. ● Taking account of the context, suggest when Genesis 1 might mean and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. ● Make clear connections between Genesis 1 and Christian belief about God as creator ● Show understanding of why many Christians find science and faith go together. 	<p>U2.8 What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> ● Identify and explain Muslims beliefs about God, the Prophecy and the Holy Qur'an ● Describe ways in which Muslims sources of authority guide Muslims living ● Make clear connections between Muslims beliefs and Ibadah ● Give evidence and examples to show how Muslims put their beliefs into practice in different ways. ● Make connections between Muslim beliefs studied and Muslim ways of living in Britain today ● Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims ● Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. <p>U2.12 - thematic How does faith help people when life gets hard?</p> <ul style="list-style-type: none"> ● Interpret a range of artistic expressions of afterlife, offering and explain different ways of understanding these. ● Offer reasoned responses to the unit questions, with evidence and example expressing insights of their own. 	<p>U2.5 What do Christians believe Jesus did to 'save' people?</p> <ul style="list-style-type: none"> ● Outline the big story of the Bible, explaining how Incarnation and Salvation fit within it ● Explain what Christians mean when they say that Jesus' death was a sacrifice. ● Make clear connections between the Christians belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/ Lord's supper ● Show how Christians put their beliefs into practice in different ways ● Weigh up the value and impact of ideas of sacrifice in their own lives and the world today ● Articulate their own responses to the idea of sacrifice, recognise different points of view <p>U2.10 - thematic What matters most to Humanists and Christians?</p> <ul style="list-style-type: none"> ● Identify and explain beliefs about why people are good and bad ● Make links with sources of authority that tell people how to be good

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	<p>U2.11 - thematic Why do some people believe in God and some people not?</p> <ul style="list-style-type: none"> • Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs • Identify and explain what religious and on religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God • Make clear connections between what people believe about God and the impact of this belief on how they live • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers and ways it can be challenging. 	<ul style="list-style-type: none"> • Describe at least three examples of ways in which religions guide people in how to response to good and hard times in life • Identify beliefs about life after death in at least two religious traditions, comparing and explain similarities and differences. • Make clear connections between what people believe about God and how they respond to challenges in life • Give examples of ways in which beliefs about resurrection/judgements/heaven/karma/reincarnation make a difference to how someone lives. 	<ul style="list-style-type: none"> • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives and their importance in the world today, giving good reasons for their views.
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	<ul style="list-style-type: none"> Consider and weigh up different views on theism, agnosticism people believe in God or not. Make connections between belief and behaviour in their own lives, in the light of their learning. 		
Religious celebrations	Harvest Remembrance Christmas	Lent Easter	Pentecost and the Holy Trinity
Ongoing themes	<u>Understanding Christianity</u> How can following God bring freedom and justice? What difference does the Resurrection make for Christians?		