

RE Landgate School Long Term Planning KS2 2019-2023 (based on Wigan Agreed Syllabus)

Key Stage 2

Key stage 2 Intent:

"Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views" (NCFRE p21).

A balanced curriculum would include:

- a. Learning about the nature of religion and belief exploring questions about the nature, truth, meaning and value of religion and belief
- b. Learning about Christianity, focusing on the way in which beliefs, practices and ways of life link together, recognising diversity of interpretation.
- c. Learning about at least two other religions and/or worldviews, focusing on the way in which beliefs, practices and ways of life link together, recognising diversity of interpretation.

Key Stage Opportunities:

- Topic based RE curriculum
- RE, as far as is possible, to be taught on a weekly basis by class teacher
- Outdoor learning opportunities
- Educational visits
- Visitors to school
- Engagement with Achievement assemblies held on a half termly basis
- Daily opportunities provided for individual reflection

		Year A 2019-20	Year B 2020-2021	Year C 2021-2022	Year D 2022-2023
Autumn 1	Key Focus:	What makes some books sacred?	Can religious teachings help us decide the best way to live?	What are the five pillars of Islam?	Why, where and how do Hindus worship?
	Key vocabulary list:	book, text, special, sacred, meaning, value, worth, religious, moral, message	religion, religious, teachings, views, message, meaning, expression, template, tool, life, service	Islam, Muslim, belief, five pillars, role, responsibility, Shahadah, Salat, Zakat, Sawm, Hajj, duty, faith, commitment	Hinduism, Hindu, faith, religion, worship, Temple, Mandir, deities, Vedas, shrines, prayers, blessings, music, singing, dancing
	Key Skills: Key Knowledge:	<ol style="list-style-type: none"> 1. To give pupils the opportunity to reflect on and discuss books that are special to them. 2. To recognise and determine the characteristics that makes a text or book sacred and holy. 3. To describe how and why sacred texts are important to believers. 4. To identify the sacred texts in different religious traditions and describe how people show respect for them. 5. To explain the meanings of the stories from sacred texts such as the Bible and explore the principles for living which they teach. 	<ol style="list-style-type: none"> 1. Look at the nature and function of rules in society today. 2. To identify personal, family, school and community codes for living which influence behaviour. 3. To gain knowledge and understanding of the 10 commandments and how religious believers put them into practice. 4. To reflect and consider some of the consequences of not obeying the rules. 5. To gain knowledge and understanding of religious rules and how they impact on people's lives today. 6. To enable pupils to reflect upon religious rules for living and evaluate their importance. 	<ol style="list-style-type: none"> 1. To gain knowledge and understanding of the five pillars of Islam and how they impact on the lives of Muslim believers. 2. To explore the concept of duty in their own lives and the lives of religious believers. 3. To explain what Muslims believe with reference to the Shahada. 4. To be able to explain the practice of prayer in Islam and its importance. 5. To explore the concept of charity through the practice of Zakat and its importance in Islam. 6. To explain why Muslims fast during Ramadan. 7. To explain the Muslim duty of Hajj and the reasons why Muslims complete this duty. 	<ol style="list-style-type: none"> 1. To enquire into and understand the beliefs about God in Hinduism. 2. To enquire into the concept of God in Hinduism. 3. To research different Hindu gods, determining their qualities in Hinduism. 4. To explore the concept of worship. 5. To gain knowledge and understanding of where, how and why people worship in Hinduism. 6. To be able to recognise and explain the key features of a Hindu shrine and how they reflect Hindu belief. 7. To give pupils the opportunity to visit a Hindu place of worship.

		<p>6. To explore a story from a sacred text that provides inspiration and guidance to a religious believer.</p> <p>7. To identify how religious meaning is expressed through different types of language, for example parables, poems, psalms and prayers.</p>	<p>7. To determine ten rules to live by which could make the world a better place.</p> <p>8. Explore whether it is ever right to disobey the rules.</p>		
	<p>Key Opportunities:</p>	<ul style="list-style-type: none"> • Wigan Resources • Bible resources RE:start/RE:quest • Developing Primary RE – Words of Wisdom • Exploring Sacred Stories – RE Today • The Brick Testament • Lesson plan on Qur'an similes – Wigan resources • Pathways of Belief – Torah and Qur'an videos • Why is the Bible special? • https://www.youtube.com/watch?v=6jv6EeFoLF8 • Bible Storyteller 	<ul style="list-style-type: none"> • Wiltshire Resources • Wigan Resources • RE Today – Exploring codes of living • RE online – Interviews with young people of faith • BBC Bite size clips – The Ten Commandments. • PowerPoint – 'Rules for Living' (Wigan Resources) • The 10 commandments (Exodus 20: 1 – 21) 	<ul style="list-style-type: none"> • Wigan Resources • TES Resources • BBC Clips • Artefacts – prayer mat/compass • Twinkle Resources • Mo Farah – An Islamic sportsman training for the Olympics <ul style="list-style-type: none"> • Visit to local Mosque • Interviewing a Muslim 	<ul style="list-style-type: none"> • Wigan Resources • RE Today – Exploring Worship – Joyce Mackley • TES – Puja worship • REonline • Hindukids.com • BBC learning zone clips – Hindu worship in the home

Autumn 2	Key Focus:	What are the deeper meanings of festivals of light?	How is Christmas celebrated in other cultures?	How can art, architecture and poetry express belief?	Can religions help to build a fair world?
	Key vocabulary list:	festival, celebrate, light, meaning, religion, Christians, Jews, Chanukah, Hindus, Diwali	Christmas, meaning, celebrate, festival, culture, traditions, customs, beliefs, world, community	art, architecture, poetry, faith, religion, belief, reflect, represent, express	religion, religious, faith, belief, role, responsibility, world, community, fair world, equality, respect, compassion, empathy, love
	Key Skills/ Knowledge:	<ol style="list-style-type: none"> 1. To reflect on the symbolism of darkness and light. 2. To explore the stories behind the festivals of Diwali and Christmas and how they reflect the concepts of good overcoming evil. 3. To explore the symbolism of light in the Christmas/Diwali festivals. 4. To enable pupils to consider why Jesus is often called the 'Light of the World'. 5. To explore how Diwali and Christmas are celebrated by Hindus today and why. 6. To give pupils the opportunity to talk about and reflect on celebrations that are special to them. 7. To enable pupils to express their own response 	<ol style="list-style-type: none"> 1. To gain knowledge and understanding of the customs and traditions associated with Christmas in other cultures. 2. To know and understand the term Advent and the customs and traditions associated with it. 3. To enable pupils to describe the symbolism, practices and beliefs associated with Advent. 4. To enable pupils to enquire into the custom of carol singing and explore the connection between carols and the Christmas story. 5. To explain how Christmas customs help Christians to think about the true meaning of Christmas. 6. To enable pupils to express their own response to the values and beliefs at the 	<ol style="list-style-type: none"> 1. To gain knowledge and understanding of how religious beliefs can be expressed through art, architecture and poetry. 2. To give pupils the opportunity to explore their own spirituality through art and poetry. 3. To explore the use of music in worship and its significance. 4. To explore the architecture of places of worship and make links with religious beliefs and practices. 5. To explore the use and function of art and poetry in religion and how it is used to reflect religious beliefs and practices. 6. To explain why some religious traditions restrict the use of religious art. 	<ol style="list-style-type: none"> 1. To determine what is fair and unfair in their own and other people's lives. 2. To enable pupils to consider examples of injustice and poverty around the world and to determine what could be done about it. 3. To enquire into whether religion can do anything to build a fairer world. 4. Enquire into the work of Samaritan's purse and what they are doing to help those who live in poverty around the world. 5. To enable pupils to organise a charitable event that raises money or helps a charity fighting injustice in the world. 6. To look at why religions want to help to create a fairer world. Look and

		<p>to the values and beliefs at the heart of each festival. 8. To know and understand the meaning of the term 'festival of light.'</p>	<p>heart of different Christmas customs. 7. To explore Christmas from a secular perspective.</p>	<p>7. To consider how culture can influence religious art. 8. Pupils to reflect on their own beliefs and values and express them through art and poetry.</p>	<p>consider some of the teachings of Jesus and other religious leaders. 7. To enable students to conduct an enquiry into the work of a religious charity.</p>
Key Opportunities:		<ul style="list-style-type: none"> • Wigan Resources • BBC clips – Diwali celebrations • Twinkle - Diwali Resources • 'The Owl That Was Afraid of the Dark' by Jill Tomlinson • 'Light of the World' by William Holman Hunt • Christingle worksheets (Messy Church). • 'The Christ Child and the Woodman' – RE Today • RE:quest <ul style="list-style-type: none"> • Visit to Jewish synagogue or Hindu temple 	<ul style="list-style-type: none"> • Twinkle resources – 'Christmas around the world' • Wigan Resources • RE Today: Christmas – A year by year approach (edited by Joyce Mackley) • The Lion Storyteller Christmas Book by Bob Hartman • Why Christmas.com website • The Christmas travel guide (http://www.kids-world-travel-guide.com/christmas-around-the-world.html) • O little town of Bethlehem by Cliff Richard • Twinkle resources - Design your own Advent calendar <ul style="list-style-type: none"> • Visit to local Christmas market 	<ul style="list-style-type: none"> • Wigan Resources • Footprints by Mary Stevenson • Poems by Helen Steiner Rice • Spirited Poetry NATRE • Spirited website http://www.natre.org.uk/spiritedarts/ • Renaissance and Modern Artists. Leonardo da Vinci and the Last supper • Developing Primary RE – Symbols of faith & Opening up Hinduism <ul style="list-style-type: none"> • Possibly work with Judith Dale on religious art work 	<ul style="list-style-type: none"> • Wigan Resources • 'Love in a box' (Samaritans purse) by Melissa Bester • Charity websites • Shoe box appeal organisation pack • RE Quest What is Samaritan's purse? • Charities – Oxfam, Christian Aid, Cafod and Tzedek. • RE Quest- The Good Samaritan (http://request.org.uk/jesus/parables/the-good-samaritan/)

Spring 1	Key Focus:	What do different people believe God is like?	What do creation stories teach us about caring for the world?	What is important in Jewish life and worship?	How are faith communities represented in the UK?
	Key vocabulary list:	belief, meaning, God, Trinity, one God, many Gods, deities, faith, religion	creation, beliefs, values, world, care, compassion, community, empathy, respect, responsibility, environment, plant and animal life, role	Judaism, Jews, worship, Synagogue, Rabbi, faith, beliefs, routines, rituals, Sabbath, Shabbat, family, Torah, rest, traditions, prayers, blessings	faith, community, religion, belief, local area, UK, Christians, Jews, Hindus, Sikhs, Buddhists, Muslims, places of worship, meetings, service
	Key Skills/ Knowledge:	<ol style="list-style-type: none"> 1. To recognise that people have different views about God. 2. To enquire into the concept of faith and why people put their faith in God. 3. To know and understand some of the qualities Christians associate with God and why. 4. To reflect upon and share their own ideas about God. 5. To provide pupils with the opportunity to reflect upon and ask their own big questions about God. 6. To express their own spirituality through poetry or art. 	<ol style="list-style-type: none"> 1. To gain knowledge and understanding of the creation stories in different religious traditions and cultures. 2. To reflect on the beauty of the world through music, poetry and imagery. 3. To enable pupils to explain what the creation stories teach us about how people should care for the world and why. 4. To gain knowledge and understanding of secular explanations for the beginning of the world. 5. To enquire into the work of a religious charity looking after the world and how they are putting their beliefs into practice. 6. To explore the concept of stewardship. 	<ol style="list-style-type: none"> 1. To gain knowledge and understanding of Judaism. 2. To identify and explain a variety of Jewish artefacts. 3. To make links between the religious rules of the Torah and Jewish religious practice. 4. To gain knowledge and understanding of Jewish food rules. 5. To explain how Jewish food rules impact on Jewish daily life. 6. To research into the beliefs and practices associated with the Jewish Sabbath and their significance in Jewish life. 	<ol style="list-style-type: none"> 1. To conduct an enquiry into the nature and character of religion and belief in the UK. 2. To be able to identify religious communities represented in the UK. 3. To research into a religious community represented in the UK, determining the distinctive features and key beliefs and practices of that faith community. 4. To be able to identify and explain the symbols of the major religious communities represented in the UK. 5. To identify some of the challenges faced by religious communities practising their faith in the UK.

					<p>6. To identify some British and shared universal values and their importance in determining how we treat others in society today.</p>
	<p>Key Opportunities:</p>	<ul style="list-style-type: none"> • Wigan Resources. • Leap of Faith – Indiana Jones – You Tube • Website – REQuest – video clip on God the Father • Searching for God: Hide and Seek by Patrick Corley age 8 (Spirited Arts.) 2011 • God is in the whirring of the world by Alice Brewer age 11 (Spirited Arts)2011 • God - NATRE Spirited Arts website <ul style="list-style-type: none"> • Visitors to school sharing their beliefs 	<ul style="list-style-type: none"> • Louis Armstrong clip: What a Wonderful World (https://www.youtube.com/watch?v=bkTLIO2zanM) • Christian Creation story – Genesis Chapter 1 & 2 (www.bricktestament.com) • Hindu Creation Story (http://www.youtube.com/watch?v=pfy0jKaxBFs) • E-mail a believer (www.reonline.org.uk/supporting) • Chinese New Year (http://www.mythicjourneys.org/bigmyth/myths/english2_chinese_full.html) • The Fire Children – A West African Folk Tale 	<ul style="list-style-type: none"> • Wigan Resources • Jewish museum in Manchester • BBC Class Clips • Twinkle Resources • Jewish artefacts • Homes of Hospitality – Liverpool Community Spirit <ul style="list-style-type: none"> • Visit local synagogue • Jewish visitor to school (https://tamarsjewishadventures.com/) 	<ul style="list-style-type: none"> • Wigan Resources • British Values Booklet published by RE Today • Wigan Resources

Spring 2	Key Focus:	What matters to Christians about Easter?	Why is pilgrimage important to some religious believers?	Why is Easter so important to Christians?	How do Christians follow Jesus?
	Key vocabulary list:	Christians, Easter, festival, celebrate, cross, resurrection, Jesus, disciples, death, life, sin, new life, born again, forgiveness, love, Maundy Thursday, Good Friday, Easter Sunday, tomb, Easter eggs, hot cross buns, Simnel cake	religion, religious, believer, pilgrimage, faith, journey, explore, responsibility, role, travel	Christians, Easter, festival, celebrate, cross, resurrection, Jesus, disciples, death, life, sin, new life, born again, forgiveness, love, Maundy Thursday, Good Friday, Easter Sunday, tomb, Easter eggs, hot cross buns, Simnel cake	Christianity, Christians, Jesus, faith, teachings, service, role model, love, follower, disciples, teacher, fruits of the spirit, example
	Key Skills/ Knowledge:	<ol style="list-style-type: none"> 1. To reflect on why the events of Easter are so significant for Christians. 2. To explore the story of Jesus washing the disciples' feet and understand what Christians learn from this and how it might influence their daily life and actions. 3. To describe the key events of the Last Supper and explore its links with Christian belief and practice. 4. To reflect upon what Christians think is special about Jesus with reference to how they remember him and why. 5. To know how the symbols associated with the Easter 	<ol style="list-style-type: none"> 1. To gain knowledge and understanding of pilgrimages in different religious traditions. 2. To be able to explain what a pilgrimage is and why it is important to believers. 3. To explain the reasons why people go on pilgrimage and the impact it has on their lives. 4. To describe the main features of the Muslim pilgrimage to Mecca and the symbolism and stories associated with it. 5. To be able to describe the Christian pilgrimage to Lourdes and the symbolism and stories associated with it. 6. To enable pupils to enquire into the importance of the 	<ol style="list-style-type: none"> 1. To gain knowledge and understanding of the Easter story. 2. To enquire into stories about the resurrection of Jesus, identifying similarities and differences in the biblical accounts. 3. To be able to explain what is meant by the resurrection and its significance for Christians today. 4. To explore the concepts of betrayal, denial, doubt and sacrifice in the Easter story. 5. To identify and make links between the Easter story and the key Christian beliefs of sacrifice and forgiveness. 6. To reflect on the concept of sacrifice and forgiveness in 	<ol style="list-style-type: none"> 1. To gain an understanding of how following Jesus impacts on a Christian's way of life. 2. To gain knowledge and understanding of key Christian beliefs and make links with the actions and lifestyles of believers. 3. To conduct an enquiry into the nature and importance of the Bible in Christian life by asking questions and researching answers. 4. To identify different genres of books contained in the Bible. 5. To learn how to look up a Bible reference. 6. To enquire into the diverse role of a religious

		<p>story relate to the beliefs and values of Christianity.</p> <p>6. To be able to ask important questions about their own values.</p> <p>7. To reflect and share their own feelings relating to loss and remembrance.</p>	<p>Holy land as a place of pilgrimage for Christians.</p> <p>7. To enable pupils to express their own thoughts and feelings on commitment, duty and pilgrimage.</p>	<p>the pupil's own life and experience.</p> <p>7. To explain why Jesus is sometimes referred to as the lamb of God and how this links with the concept of sacrifice.</p>	<p>leader such as a vicar/priest in the Christian faith.</p> <p>7. To enable pupils to be able to identify and describe in a creative way the key festivals and events of the Christian calendar and explain how they are celebrated in the Christian community.</p>
	<p>Key Opportunities:</p>	<ul style="list-style-type: none"> • Wigan Resources • 'Remember Me' by Christina Rossetti • 'The Last Supper' by Leonardo da Vinci • 'Badger's Parting Gifts' by Susan Varley (You Tube) • Video clip of the Last Supper – BBC Learning Zone • Poem - 'Children learn what they live' By Dorothy Law Nolte. • Request <ul style="list-style-type: none"> • Visit to local Church 	<ul style="list-style-type: none"> • Wiltshire Resources • Wigan Resources • TES Resources • 'Islam in words and pictures' • BBC Class clips – The Hajj <ul style="list-style-type: none"> • Visitors to school talking about their experiences of pilgrimage 	<ul style="list-style-type: none"> • Wiltshire Resources • RE Today – Opening Up Easter • 'The Nail man' by Steve Turner • Aslan's Resurrection – The Lion, the Witch and the Wardrobe' by C.S. Lewis • Variety of crosses and crucifixes • Farmington Fellowship – 'Of Lions, Wardrobes and Turkish Delight • 'I don't believe in Easter' by Paul Cookson • The soldiers dilemma lesson by Lat Blaylock <ul style="list-style-type: none"> • Visit to local Church • Easter baking 	<ul style="list-style-type: none"> • Wiltshire Resources • Twinkle • Wigan Resources • TES

Summer 1	Key Focus:	What is worship?	Where, how and why do people pray?	Why do believers see life as a journey?	Who has made a difference because of their beliefs?
	Key vocabulary list:	worship, beliefs, routines, rituals, religion, place of worship, music, song, prayers, life	prayer, talk, communicate, God, beliefs, values, worship, relationship, place of worship, mantra, ritual	faith, belief, religious, routines, rituals, journey, explore, experience, serve, pray, worship	religion, religious, leader, teacher, role model, demonstrate, qualities, goodness, kindness, self-control, self service
	Key Skills/ Knowledge:	<ol style="list-style-type: none"> 1. To explain what worship is and why it is important to believers. 2. To gain knowledge and understanding of the main features of Christian worship. 3. To know when the Christian holy day is and what Christians do on that day and why. 4. To identify holy days in other religious traditions. 5. To gain knowledge and understanding of the Church building and its features, their functions and symbolism. 6. To research places of worship in other religious traditions and identify significant features associated with them. 7. To reflect upon and share their own thoughts and feelings about worship. 	<ol style="list-style-type: none"> 1. To gain knowledge and understanding of prayer in different religious traditions. 2. To explain what prayer is and why it is important to believers. 3. To identify the different styles and forms of prayer. 4. To consider some famous prayers and their meaning. 5. To enable pupils to reflect upon and share their own thoughts and feelings about prayer. 6. To identify and explain the symbolism behind how people pray. 7. To identify different aids to prayer and say how they are used. 8. To give pupils the opportunity to write their own prayer or poem. 	<ol style="list-style-type: none"> 1. To gain knowledge and understanding of the birth, initiation, marriage and funeral ceremonies in Christianity and other religious traditions. 2. To explain what a rite of passage is. 3. To identify the main events in a person's life that are marked by rites of passage. 4. To gain knowledge and understanding of the symbolism contained in a rite of passage. 5. To reflect on their own experiences of rites of passage both religious and secular. 6. To enable pupils to explore the idea of making promises, their importance in religious ceremonies and their impact on themselves and others. 	<ol style="list-style-type: none"> 1. To determine and discuss what qualities inspiring people demonstrate. 2. To enquire into the difference Mother Teresa made to the lives of the people of India. 3. To explore how faith influences people to make a difference in their own and other people's lives. 4. To demonstrate knowledge and understanding of how people from religion and belief, stand up and make a difference to the lives of others. 5. Explore the concepts of humanity, equality and faith through the lives of individuals.

		<p>8. To explore how places of worship bring religious communities together.</p>			
	<p>Key Opportunities:</p>	<ul style="list-style-type: none"> • Wigan Resources. • http://www.jewishinteractive.org/ • PowerPoint – ‘A Typical Week in the Life of a Christian Family’ (Wigan Resources) • http://www.cleo.net.uk/resources/index.php?ks=2&cur=15 • http://www.bbc.co.uk/education/clips/z834wmn • BBC Clips <ul style="list-style-type: none"> • Visit to different places of worship 	<ul style="list-style-type: none"> • Wigan Resources • Cliff Richard – Millennium Prayer song • TES Resources • Religious artefacts – Rosary Beads/ Prayer mat • Twinkle Resources 	<ul style="list-style-type: none"> • Wigan Resources • RE Today Rites of Passage Resources • REOnline • REQuest • BBC Class clips – wedding ceremonies • Twinkle Resources • Opening up promises RE Today • TES Resources 	<ul style="list-style-type: none"> • Wiltshire Resources – Rosa Parks • Wigan Resources • You Tube – Band Aid/Live Aid ‘Do they know it’s Christmas?’ • Faith in action book: ‘Mother Teresa’ • Twinkle • RE Today

Summer 2	Key Focus:	What qualities do religious leaders demonstrate?	How are faith communities represented in Wigan?		Why do some people believe in life after death?
	Key vocabulary list:	religion, religious, leader, teacher, role model, demonstrate, qualities, goodness, kindness, self-control, self service	faith, community, local area, Wigan town, Christians, Jews, Hindus, Sikhs, Buddhists, Muslims, places of worship, meetings, service		faith, belief, death, life, resurrection, teachings, reincarnation, religious beliefs, new life
	Key Skills/ Knowledge:	<ol style="list-style-type: none"> 1. To gain knowledge and understanding of the qualities of a good leader and consider how they are demonstrated by the leaders/founders of different world faiths. 2. To enquire into the leaders and founders of religious traditions and how they were called by God to lead faith communities. 3. To explore the concept of vocation with reference to leaders and members of faith communities. 4. To enquire into the roles and responsibilities of modern leaders of worship and learning in religious traditions. 5. To reflect on the importance and impact of these leaders in religious communities today. 	<ol style="list-style-type: none"> 1. To conduct an enquiry into the nature and diversity of religion in the Wigan area. 2. To identify religious activities and communities in Wigan. 3. To research a religious community or group represented in Wigan, finding out about their work and how they practise their faith. 4. To be given the opportunity to meet people from a faith community in Wigan and to visit a faith community in Wigan. 5. To reflect on the value of respect and consider how we treat people who are different from ourselves in our community. 6. To design a charter stating how we would show respect for all people within our community. 		<ol style="list-style-type: none"> 1. To enable pupils to identify some ultimate questions. 2. To enable pupils to ask questions and suggest answers to the question, 'What happens when we die?' 3. To enable pupils to reflect upon and share their own thoughts and feelings about death and the afterlife. 4. To explore key religious beliefs about life after death. 5. To explore the concept of judgment in relation to beliefs about life after death. 6. To be able to explain and understand the purpose of funerals from the perspective of religion and belief.

	<p>Key Opportunities:</p>	<ul style="list-style-type: none"> • Wigan Resources • RE:quest • RE Today resources • Wiltshire Resources • True Tube <ul style="list-style-type: none"> • Interviewing local religious leaders 	<ul style="list-style-type: none"> • TES Resources • Wigan Resources PowerPoint • Worksheet showing an overview of religious communities in Wigan. • Today's Community Church (Wigan Pier) • The Salvation Army. (A religious charity) • RE Today resources <ul style="list-style-type: none"> • Visits to various faith communities in Wigan 		<ul style="list-style-type: none"> • Wiltshire Resources • 'Death of a loved one' by Abigail Tyler. • The story AkBal & Birbal (Heaven). You tube. • Exploring Puzzling Questions - RE Today. • Exploring the journey of life and death – RE Today. • Wigan Resources – Coping with Loss • Poem - 'Heaven' by Steve Turner. <ul style="list-style-type: none"> • Interviewing people of different faiths
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