

Scotton Lingerfield Primary School RE Progression

Substantive knowledge Disciplinary Knowledge Personal knowledge threaded across learning

The principal aim of RE is to engage pupils in a systematic enquiry into significant human questions which religion and worldviews address, so they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. (North Yorkshire agreed syllabus 2019-2024)

Purpose of RE

- Religious Education contributes dynamically to children and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Skills

		EYFS	By the end of KS1	By the end of lower KS2	By the end of upper KS2
Believing Knowing about and understanding religions and worldviews	A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	Children encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship.	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Make some connections between different ideas and features of religions and worldviews; outline ideas and practices, linking different viewpoints; Describe celebrations, worship and rituals which mark important point in life and begin to describe their significance.	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
	A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;		Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	Make some links between stories and other aspects of the communities that we are investigating; Explore a range of sources of wisdom and beliefs and recognise the traditions they come from.	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

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	A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;		Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	Describe a range of beliefs and symbols; Start to note some different ways of life and ways of expressing meaning.	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
Expressing Expressing and communicating ideas related to religions and worldviews	B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;	Ask questions and reflect on their own feelings and experiences Listen to and talk about stories.	Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make	Describe some varied examples of religions; Express can express some ideas of my own thoughtfully about beliefs and ideas.	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities
	B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	Children can be introduced to subject specific words and use all their senses to explore beliefs,	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves	Explore some of the challenges of commitment to a community or faith or belief; Start to identify some reasons why belonging to a community may be valuable.	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
	B3. Appreciate and appraise varied dimensions of religion;		Notice and respond sensitively to some similarities between different religions and worldviews	Describe and show some understanding of similarities and differences within and between different religions and worldviews	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
Living Gaining and deploying the skills for studying religions and worldviews	C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	Use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Apply ideas about religions and worldviews thoughtfully; Apply ideas of my own thoughtfully in different forms	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including e.g. reasoning, music, art and poetry.
	C2. Enquire into what enables different communities to live together respectfully		Find out about and respond with ideas to examples of cooperation between people who are different.	Consider ideas about ways in which diverse communities can live together for the wellbeing of all; Respond thoughtfully to ideas about community, values and respect.	Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

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	for the wellbeing of all;				
	C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.		Find out about questions of right and wrong and begin to express their ideas and opinions in response.	Discuss my own ideas about ethical questions.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
Key learning experiences	Visit a range of places of worship	Visit a church Visit a Synagogue	Visit a church Visit a Hindu Mandir	Visit a church Visit a Mosque	

Knowledge

Rec	Year 1/2	Year 3/4	Year 5/6
<p>Which people are special and why? Talk about people who are special to them say what makes their family and friends special to them Identify some of the qualities of a good friend Reflect on the question 'Am I a good friend?' Recall and talk about stories of Jesus as a friend to others Recall stories about special people in other religions and talk about what we can learn from them.</p> <p>Vocabulary Special, friend, Christian, believe, God, Jesus, disciples, miracle, Sikh, Guru, Guru Nanak, Harvest</p> <p>Which stories are special and why? Talk about some religious stories recognise some religious words, e.g. about God identify some of their own feelings in the stories they hear identify a sacred text e.g. Bible, Qur'an</p>	<p>Who is Jewish and what do they believe? Talk about the fact that Jewish people believe in God Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) Talk about how the mezuzah in the home reminds Jewish people about God Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat Re-tell a story that shows what Jewish people at the festivals of Sukkot, Hanukah or Pesach might think about God, suggesting what it means Ask some questions about believing in God and offer some ideas of their own</p> <p>Vocabulary Jewish person, G-d, Star of David, Symbol, Meaning, Mezuzah, Scroll, Shema, Shabbat, Shabbat Shalom, Torah, Hebrew, Synagogue, Rabbi, Challah, Seder meal, Chanukah, Chanukiah, Dreidel, Oil, Kippah,</p>	<p>What do different people believe about God? Identify beliefs about God that are held by Christians, Hindus and Muslims Retell and suggest the meanings of stories from sacred texts about people who encountered God Describe some of the ways in which Christians Hindus and Muslims describe God Ask questions and suggest some of their own responses to ideas about God Suggest why having a faith or belief in something can be hard Identify how and say why it makes a difference in people's lives to believe in God</p> <p>Vocabulary: Trust, faith, believing, experience, express ideas, trinity, father/son/holyspirit, love/light/creator/trinity/listener to prayers, faithfulness, Moses, burning bush, Saul, St Paul, conversion, mystery, Shahadah, 99 names of God, Subha beads/Tasbih, devotion, reciting, merciful, revealed, prophet Muhammad, Peace be upon Him, qur'an, Trimurti, Brama – creator,</p>	<p>What would Jesus do? Make connections between some of Jesus' teachings and the way Christians live today. Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas Outline Jesus' teaching on how his followers should live Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live Explain the impact Jesus' example and teachings might have on Christians today Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today</p> <p>Vocabulary Teachings, values, example, local, National, global, mission, fulfilled, love, Agape, forgiveness, justice, fairness, moral dilemma, resist, reflect, anointed, proclaim, judge, reward, generosity, greed, tithing, confess</p>

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<p>talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do</p> <p>Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</p> <p>Vocabulary Believe, Christmas, Bible, angel, star, Hindu, Diwali, Rama, Sita, Diva lamp</p> <p>Which times are special and why? Give examples of special occasions and suggest features of a good celebration recall simple stories connected with a festival from another faith Say why a festival from another faith is a special time for members of the other faith.</p> <p>Vocabulary Celebration, festival, occasion, New Year, Resolution, Spring festival, tradition, Dragon dance</p> <p>Which places are special and why? talk about somewhere that is special to themselves, saying why be aware that some religious people have places which have special meaning for them recognise a place of worship talk about the things that are special and valued in a place of worship identify some significant features of sacred places Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p> <p>Vocabulary Worship, pray, prayer, church, mosque, synagogue, mandir, holy, minister, vicar, reverend, steeple, font, altar, per, cross, stained glass, window, Allah, Makkah, minaret, dome, similar, different</p>	<p>Who is a Christian and what do they believe? Talk about the fact that Christians believe in God and follow the example of Jesus. Recognise some Christian symbols and images used to express ideas about God Talk about some simple ideas about Christian beliefs about God and Jesus Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means Talk about issues of good and bad, right and wrong arising from the stories Ask some questions about believing in God and offer some ideas of their own</p> <p>Vocabulary Example, symbol, message, teaching, belief, good, bad, right, wrong, role, miracle, Lord's prayer, forgive, temptation, sin, heaven</p> <p>How and why do we celebrate special times? Identify a special time they celebrate and explain simply what celebration means Talk about ways in which Jesus was a special person who Christians believe is the Son of God Identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion (Passover) Re-tell stories connected with Easter and a festival in another religion (Passover) and say why these are important to believers. Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (Passover) Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers</p> <p>Vocabulary Celebrate, festival decoration, symbol, meaning, joy, nativity, Bethlehem, Angel Gabriel, saviour, Innkeeper, Stable, Manger, shepherd, gold, frankincense, myrrh, carol</p>	<p>Vishnu – preserver, Shiva – destroyer, similarities, differences, influence, indescribable, Durga, prism, ultimate reality, humanism, Humanist, freedom</p> <p>Why do some people think that life is a journey and what significant experiences mark this? Recall and name some of the ways religions mark milestones of commitment (including marriage) Identify at least two promises made by believers at these ceremonies and say why they are important Suggest why some people see life as a journey and identify some of the key milestones on this journey Describe what happens in Christian and Hindu ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important to Christians and Hindus. Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief</p> <p>Vocabulary Journey, milestone, metaphor, signposts, stopping points, traffic jams, responsibility, ceremonies, confession, Holy communion, confirmation, baptism, believer's baptism, Sacred Thread Ceremony, Holy scriptures, veda, reincarnation, suffering, spiritual freedom, Sanyasa, Purity, Bar/Bar Mitzvah, commandment, Chayil, promises, commitment, relationship, marriage, civil partnership, vows, Ketubah, end of life, life after death, map of life</p> <p>What can we learn from religions about deciding what is right and wrong? Recall and talk about some rules for living in religious traditions Find out at least two teachings from religions about how to live a good life</p>	<p>What does it mean to be a Muslim in Britain today? Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims. Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live. Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad Describe and reflect on the significance of the Holy Qur'an to Muslims Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupil. Make connections between the key functions of the mosque and the beliefs of Muslims</p> <p>Vocabulary Five Pillars of Islam , Ibadah Belief in Action Muezzin Shahadah, Salat Rak'ahs, Wudu Daily Prayer, Sawm, Fasting, Ramadan, Discipline, Zakat, Alms Giving, Ummah, Hajj, Pilgrimage Mecca/Makkah, Kab'ah, Mina, Ibrahim, Holy Qur'an, Respect, Surah 1, Surah 17, Commandments, Authority, Guidance, Sunnah, Hadith, Mosque, Masjid, Imam, Impact, Daily, Regularly, Annually, Lifetime</p> <p>If God is everywhere, why go to a place of worship? Recall and name some key features of places of worship studied Find out about what believers say about their places of worship Make connections between how believers feel about places of worship in different traditions Select and describe the most important functions of a place of worship for the community Give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p>
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<p>Where do we belong? share and record occasions when things have happened in their lives that made them feel special re-tell religious stories making connections with personal experiences recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity. (Explore faiths within school initially).</p> <p>Vocabulary Unique, valued, belonging, group, religion, baptism, blessing, welcome</p> <p>What is special about our world? Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world re-tell stories, talking about what they say about the world, God, human beings think about the wonders of the natural world, expressing ideas and feelings express ideas about how to look after animals and plants Talk about what people do to mess up the world and what they do to look after it.</p> <p>Vocabulary Creation, creator, nature, wonderful, puzzling, Torah</p>	<p>How should we care for others in the world and why? Talk about how religions teach that people are valuable, giving simple examples Recognise that some people believe God created the world and so we should look after it Re-tell Bible stories and stories from another faith about caring for others and the world. Identify ways that some people make a response to God by caring for others and the world Talk about issues of good and bad, right and wrong arising from the stories Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more Use creative ways to express their own ideas about the creation story and what it says about what God is like</p> <p>Vocabulary Unique, important, teachings, values, benefits, responsibilities, caring, gifts, serving, aims, zakat, charity, tzedakah, inspired, <other Theresa, Dr Barnardo, creation, spoiled, environment, representatives, Tikkun Olam, heal, duties</p> <p>Who is a Muslim and what do they believe? Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah Re-tell a story about the life of the Prophet Muhammad Recognise some objects used by Muslims and suggest why they are important Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make</p>	<p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions Make connections between stories of temptation and why people can find it difficult to be good Give examples of ways in which some inspirational people have been guided by their religion Discuss their own and others' ideas about how people decide right and wrong.</p> <p>Vocabulary Judaism, Christianity, non-religious belief system, Ten Commandments, golden rule, Humanists, behaviour, guides for living, temptation, good, bad, resist, thankful, Talmud, Siddur, Baruch atah Adonai, beatitudes, right, wrong, commands, guidance, believers, inspire, dilemmas, religious believer, Desmond Tutu, Martin Luther King, faith, love, forgiveness, honesty, kindness, generosity, service.</p> <p>Why do people pray? Describe what some believers say and do when they pray. Respond thoughtfully to examples of how praying helps religious believers Describe the practice of prayer in the religions studied Make connections between what people believe about prayer and what they do when they pray. Describe ways in which prayer can comfort and challenge believers Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray</p> <p>Vocabulary Prayers, Muslim First Surah of the Qur'an, Christian Lord's Prayer, Hindu Gayatri Mantra, Hindus, Muslims, Christians, spontaneously, believe similar, different, spiritual, religious, atheists, symbols, calm, hopeful, inspired, challenged, answered prayer, unanswered prayer, value, impact</p>	<p>Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself</p> <p>Vocabulary: Place of worship, Anglican Church, Baptist Church, Equal, Baptistery, Immersion, Lord's Supper, Pastor, Holy Communion, Bread & Wine, Lectern, Congregation, Font, Altar, Priest, Mandir, Deity / Murti, Shrine, Sadhu, Shikara, Orthodox Synagogue, traditional, Reform Synagogue, modernised Synagogue - <i>House of Assembly</i>, Schul – <i>School</i>, Ark, Bimah, Torah Ner Tamid, Skull Cap, Talit</p> <p>What do religions say to people when life gets hard? Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation Express ideas about how and why religion can help believers when times are hard, giving examples Outline Christian, Hindu and non-religious beliefs about life after death Explain some similarities and differences between beliefs about life after death Explain some reasons why Christians and Humanists have different ideas about an afterlife</p> <p>Vocabulary Life, Death, Ultimate Question, Suffering, Recognise, Reflect, Spirit, Soul, Faith, Encourage, Comfort, Bereaved, Life after death, Afterlife, Judgement, Deeds, Consequence, Heaven, Paradise, Salvation, Karma, Samsara, Reincarnation, Moksha, Liturgies, Meditations, Funeral, Eulogy, Order of service, Live life to the full</p>
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	<p>them feel</p> <p>Vocabulary Islam, Muslim, Muhammad, prophet, Peace be upon Him, Inspired, crescent, star, calligraphy, 99 names, Mosque, Imam, prayer mat, Wudu, dome, minaret, shahadah, call to prayer, revelation, Angel Jibril, Qur'an, holy, Mount Hira, Arabic, teachings, beliefs, precious</p> <p>What makes a place sacred? 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 Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Talk about ways in which stories, objects, symbols and actions used in churches, show what people believe. Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel Ask good questions during a school visit about what happens in a church.</p> <p>Vocabulary Sacred, holy, worship pray, prayer, church, symbol, altar, cross, crucifix, font, lectern, candles, light, icons, stations of the cross, pulpit, Holy week, Jerusalem, Palm Sunday, Last Supper, betrayal, arrested, denial, Good Friday, crucifixion, tomb, Easter Sunday, resurrection,</p> <p>What does it mean to belong to a faith community? Talk about what is special and of value about belonging to a group that is important to them. Show an awareness that some people belong to different religions. Recognise and name some symbols of belonging from their own experience, for Christians and at</p>	<p>Why is Jesus inspiring to some people? Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus Suggest some ideas about good ways to treat others, arising from their learning Make connections between some of Jesus' teachings and the way Christians live today Describe how Christians celebrate Holy Week and Easter Sunday Identify the most important parts of Easter for Christians and say why they are important Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter</p> <p>Vocabulary Inspirational, characteristics, role model, parables of the kingdom of heaven, parables of forgiveness, good Samaritan, debtors, unforgiving servant, Holy week, Easter, Palm Sunday, Maundy Thursday, Good Friday, darkness, light, joy, incarnation, salvation, resurrection, contemporary inspirational Christians, gratitude, Holy Spirit, attitudes, values, love, fairness, service, sacrifice, joy</p> <p>What does it mean to be a Hindu in Britain today? Identify and name examples of what Hindus have and do in their families and at Mandir to show their faith Ask good questions about what Hindus do to show their faith Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life Describe some ways in which Hindus express their faith through puja, aarti and bhajans Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes</p>	<p>Is it better to express your beliefs in arts and architecture or in charity and generosity? Respond with ideas of their own to the title question Find out about religious teachings, charities and ways of expressing generosity Describe and make connections between examples of religious creativity (buildings and art) Show understanding of the value of sacred buildings and art Suggest reasons why some believers see generosity and charity as more important than buildings and art Apply ideas about values and from scriptures to the title question</p> <p>Vocabulary Art, Architecture, Impressive, Poverty, Wealth, Calligraphy, Geometric Art, Representational Art, Actions, Cathedral, Critical, Defend, Impact, Sacred Space, Mislead, Enlighten, Spiritual power, Islamic Relief, Muslim Aid, Charitable, Zakat, Christian Aid, Donor, Achieved</p> <p>What matters most to Christians and Humanists? Identify the values found in stories and texts Suggest ideas about why humans can be both good and bad, making links with Christian ideas. Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples Describe some Christian and Humanist values simply Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p>
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	<p>least one other religion, suggesting what these might mean and why they matter to believers. Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean Identify two ways people show they belong to each other when they get married Respond to examples of co-operation between different people Vocabulary Symbol, belonging, cross, crucifix, rosary, baptism, christening, welcome, vicar, holy water, font, white robe, Aqilah, calligraphy, Ka'ba, Hajj, Allahu Akbar, razor, scales, gold, marriage, wedding, promises, rings, chuppah, Hava Nagila, Hebrew</p>	<p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others Vocabulary Faith, Hinduism, Sanatana Dharma, tradition, Eternal Way, diverse, murtis, family shrine, statue, picture of deities, puja tray, incense, fruit, bells, flowers, candles, sacred texts – Bhagavad Gita, Om symbol, daily puja, aarti ceremony, temple, similarities, differences, punusharthas, dharma, moral duty, artha, kama, moksha, reincarnation, karma, communities, mandir, bhajans, prashad, iconography, Mahatma Gandhi, Pandurang Shastri Athavale</p>	<p>Vocabulary Villains, Deceive, Jealousy, Hatred, Greed, Thoughts and Deeds, Rules, Principles, Rank, Behaviour, Actions, Good/Bad/Worse, Mixture, Black and White, Shades of Grey, Image of God, Sinful, Vandalism, Consequences, The Fall, Explanation, Code for Living, Moral Concepts, Fairness, Justice, forgiveness, Freedom, Truth, Honesty, Kindness, Peace, Commandments Neighbour, Followers, Samaritan, Attitude, intentions, Roots and Fruits, Good fruit, Valuable things, Values, Clash</p>
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