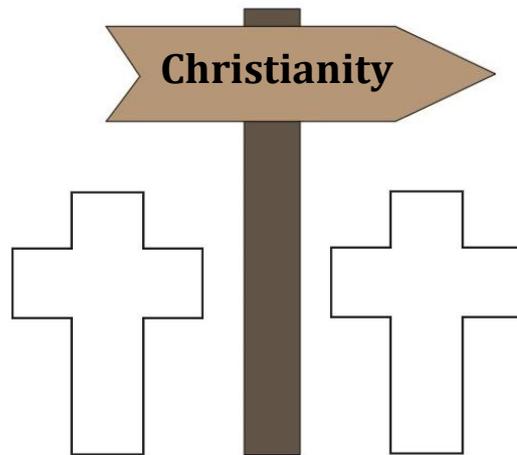
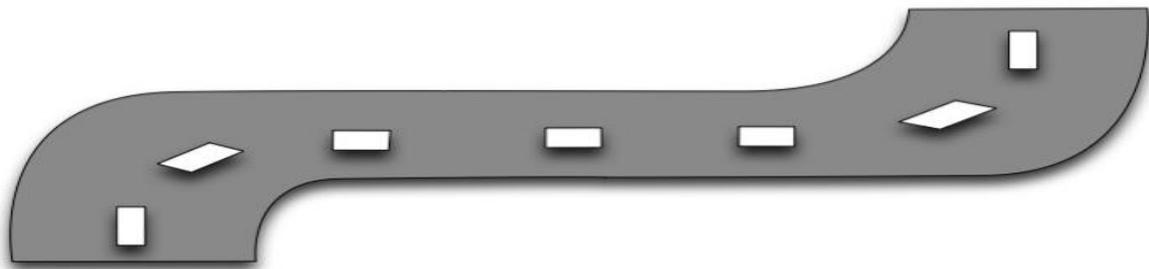


RE Road Map: Approaches and Resources for Teachers for Use in School



This document will lead teachers towards becoming an expert in teaching Christianity within your classroom. It is not intended for pupils.



Understanding Christianity is a great resource for teaching Christianity from EYFS to KS3. Produced by RE Today, it is a theological, text-based approach to Christianity and provides teacher subject knowledge and resources as well as unit plans for teaching. The resource supports pupils in developing understanding of 8 core concepts:



The accompanying big frieze supports pupils in understanding the 'big story' of Christianity:



Resources can only be purchased alongside training. For more information, see:

<https://www.understandingchristianity.org.uk/>

Community schools can receive a discount on training:

<https://www.understandingchristianity.org.uk/teachers-and-schools/community-schools/>

Early Years

The Bible

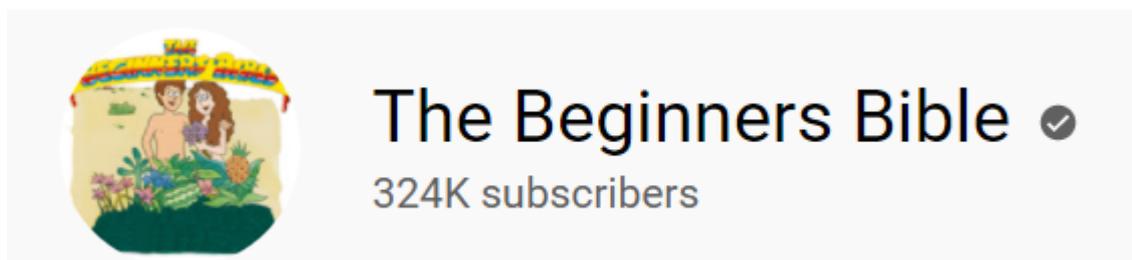
There are plenty of Bible texts available for use with young children, for example:



You can also use storybooks that focus on just one story from the Bible, such as Creation, Noah and the Ark, Joseph, Daniel in the Lion's Den. Purchasing a cardboard book such as the one below and decorating it to look like a Bible can be very helpful. Just place the smaller storybooks inside and take it out, explaining that the story you will be telling them comes from the Bible- a big collection of stories and other types of writings.

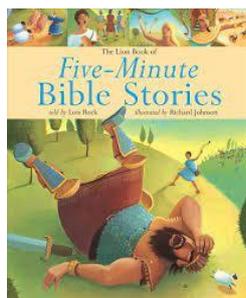


Stories of the Good Samaritan and the Lost Sheep: <https://youtu.be/rhFJ7ccSMLs>

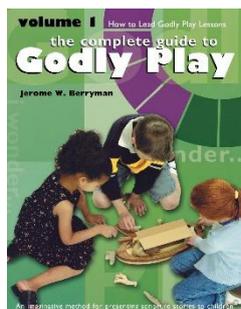


The Beginner's Bible Stories:

<https://www.youtube.com/channel/UCiM9mWNxTWpKY-V9Eb9Tfka>



The Five Minute Bible Stories book is good for end-of-the-day stories from the Bible.

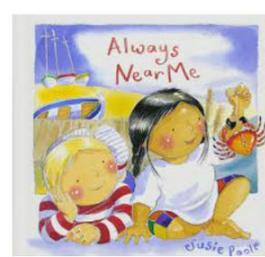
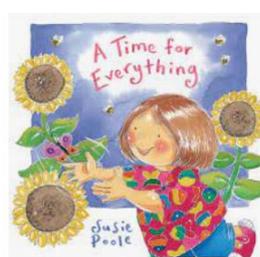
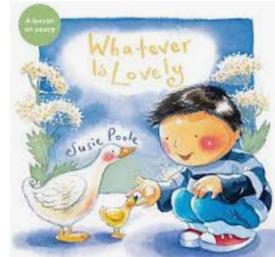
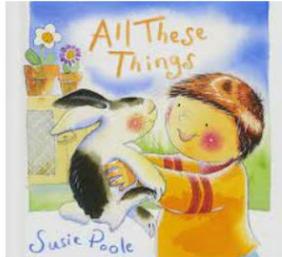


Godly Play is a storytelling approach based on a script and props that works very well in the Early Years. It uses 'I wonder...' questions to help pupils to think about the stories and their meaning, as well as their own reflections on their own beliefs.

<https://www.godlyplayfoundation.org/>



Lois Rock's board books based on Bible verses offer a Christian perspective to very young children. Used alongside persona dolls (<https://www.tts-group.co.uk/children-of-faith-dolls/1017441.html>), they might offer an insight into how a Christian child might experience the world.



Festivals

Festivals offer a good way to begin learning about Christianity with young pupils. They will already likely have some experience of Christmas and Easter celebrations, therefore beginning to understand the impact Christianity has had on British culture and heritage. In the Early Years you can begin helping pupils make connections between celebrations of festivals and the sacred stories they have developed from.

Christmas

BBC Christian Story of the First Christmas: <https://youtu.be/FrTFAZPQxpE>

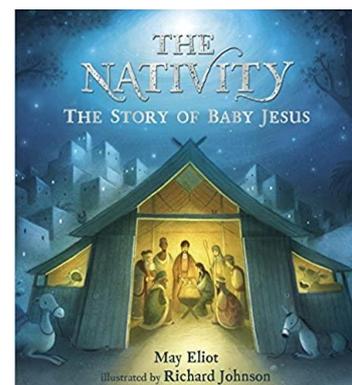
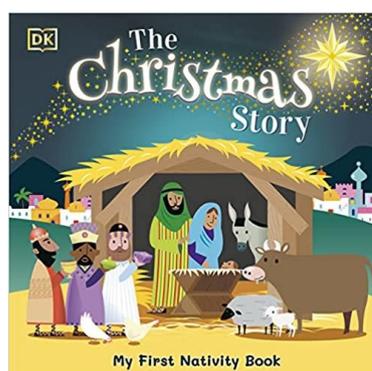
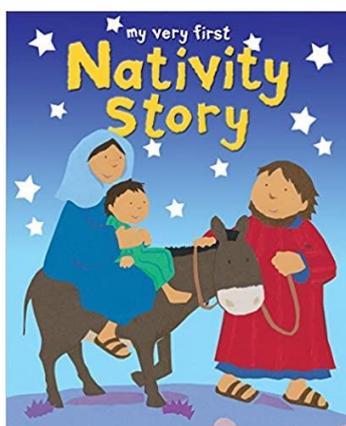
For an alternative animated story of the nativity, see <https://www.youtube.com/watch?v=Dbp24wZQa3Y> or CBeebies' version: <https://www.bbc.co.uk/cbeebies/watch/presenters-nativity-story>

CBeebies video on Christmas celebrations: <https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-christmas-story>

Christian children celebrating Christmas in the My life, My Religion series from the BBC: <https://www.bbc.co.uk/programmes/p02mwn6>

Young children may find Christmas traditions around the world fascinating, such as those featured here: <https://www.teachearlyyears.com/learning-and-development/view/christmas-traditions>

The books below offer suitable retellings for young pupils:



Little Owls have Nativity story sequencing cards:

<https://littleowlsresources.com/nativity-story-sequence-cards> and Oak Academy have a lesson on the story: <https://classroom.thenational.academy/lessons/to-listen-to-the-nativity-story-60wpad>

Setting up the role play area as a stable so children can explore the Nativity story and using puppets and small world toys supports independent re-telling.

Easter

Easter is the most important Christian festival. There are some lovely ideas for celebrating it here: <https://www.earlyyearsresources.co.uk/blog/2016/02/what-is-easter-and-how-is-it-celebrated/>

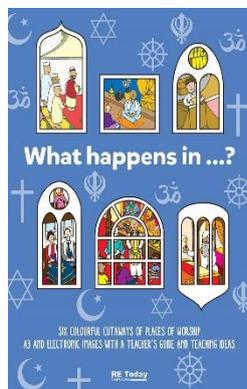
CBeebies videos on Easter celebrations: <https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-easter> and <https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-easterperformance>



There are beautiful picture books of the Easter Story, such as the books above.

Church

The best RE learning would be to visit your local church and have a tour led by local clergy so pupils can use their senses to find out what happens in a church.



RE Quest have videos showing a tour of a church for young pupils with a puppet. The first one is here and you can click through to the rest: <https://youtu.be/KxLir3p9z8U>



The RE Today 'What Happens in a...?' pack features a church as well as other places of worship: <https://www.retoday.org.uk/school-support/publications/samples/what-happens-in/>

Vicar

Inviting in your local clergy is a good way to introduce young children to the idea of a vicar and their role in the church and community as someone who helps people. As with Christians generally, pupils should understand that vicars can be different ethnicities and can be women as well as men in the Church of England and some other denominations.

Help the pupils to interview the vicar- what questions can they ask to find out more about their job?

Ask the vicar to bring some special artefacts to talk about.

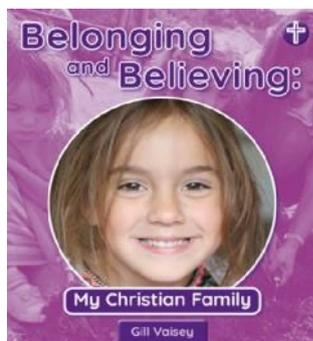
Gill Vaisey, Early Years RE specialist, has created Reverend Freddie Fisher and his cat Puddles to offer an insight into Christianity for young pupils:



<https://www.understandingchristianity.org.uk/accredited-resources/puddles-and-freddie/>

Different Christians

This new book allows pupils to begin finding out about Christians. They should be aware that Christianity is a religion found all over the world, so Christians do not all look the same and they are not all white or British.



<http://www.booksatpress.co.uk/belongingandbelieving.html>



Primary

RE Today have some great resources for supporting learning about Christianity in the primary phase:



Introduction to what is Christianity: <https://www.bbc.co.uk/programmes/p02mwwwt> and <https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zvfnkmn>

The Bible

There are lots of different types of Bibles suitable for primary-age pupils, such as:





The

Infographic Bible is particularly innovative and can be viewed here:

<https://www.theinfographicbible.com/>

Creation

Creation is an an important story and introduces God as Creator, which is important for a Christian understanding of God. Here are some lovely books telling the story:



Faraday Kids introduces pupils to the idea that Christianity and science can co-exist:



<https://www.faradaykids.com/scientists-and-god>

<https://www.faradaykids.com/dinosaurs>

<https://www.faradaykids.com/space-and-big-bang>

<https://www.faradaykids.com/environment>

<https://www.faradaykids.com/bible>

Parables & Stories of Jesus

Within the Bible, the parables of Jesus are some of the most important stories for pupils to become familiar with:

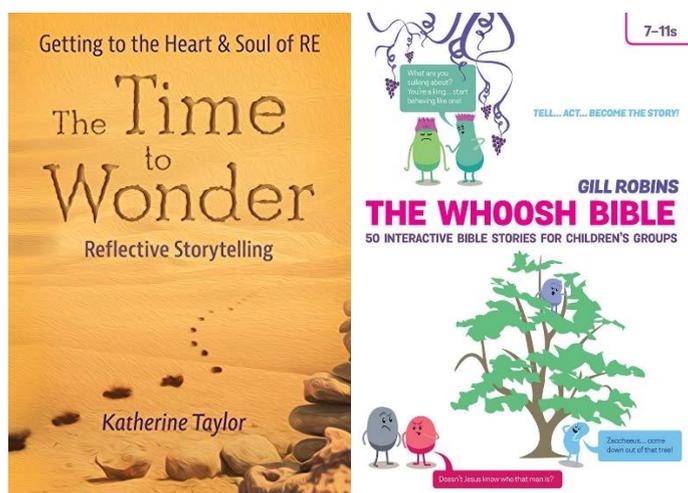
BBC Stories of the Good Samaritan and the Lost Sheep: <https://youtu.be/OD-bTuVk2Tw>

Feeding of the 5,000: <https://www.truetube.co.uk/resource/the-kitchen-miracle-maker-jesus-feeds-the-5000-religious-studies-bbc-teach/>

Jesus heals a man with leprosy: <https://www.truetube.co.uk/resource/https-youtu-be-sywimzwpsgs/>

Jesus' Miracles: <https://www.truetube.co.uk/resource/its-a-miracle/>

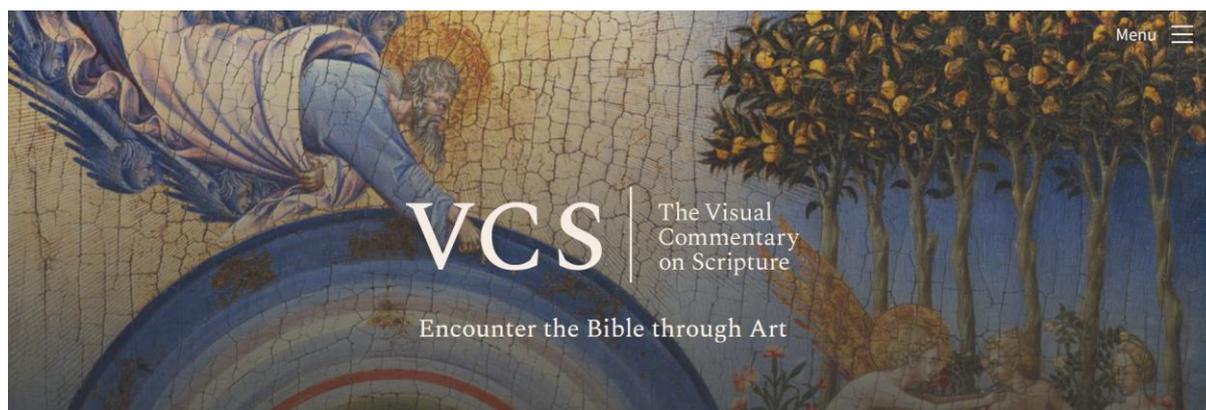
Museum of the Bible Story Time Videos:
https://www.youtube.com/watch?v=z04gzsk_OMY&list=PLvA8nKIkZy5-M13FLKvu_gMcEA7Hlusdw



The above books offer creative ways for engaging in storytelling for Bible stories with primary age pupils.

Biblical Art and Artefacts

You may wish to contrast text and art to see how the Bible has been represented visually through the centuries. *The Visual Commentary on Scripture* is a good source for that:



<https://thevcs.org/>

There are several other art collections, such as the *Methodist Art Collection*. Create scaffolding sheets with the art work in the middle and questions you want pupils to engage with around the outside. What do they notice? What does it represent? What does it tell us about the artist's worldview and/or Christianity as the time and in that place?

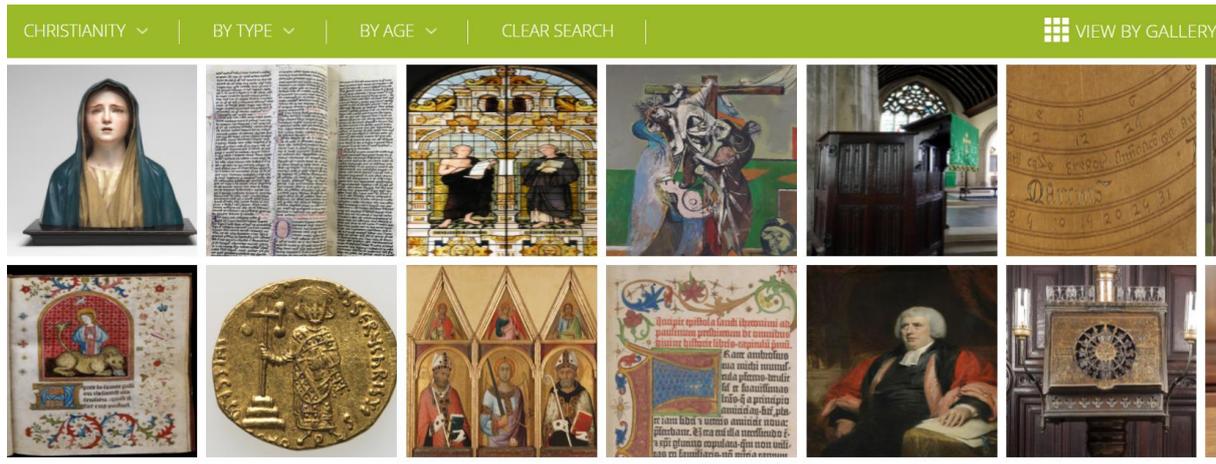
Home › Our faith › Life and faith › The Methodist Modern Art Collection › Index of works

Index of works



<https://www.methodist.org.uk/our-faith/life-and-faith/the-methodist-modern-art-collection/index-of-works/>

The Cambridge School of Divinity has a great collection of Christian art and artefacts in their *50 Treasures* collection:

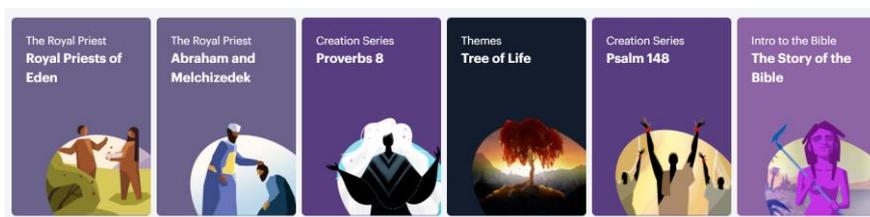


<https://www.50treasures.divinity.cam.ac.uk/treasure/>

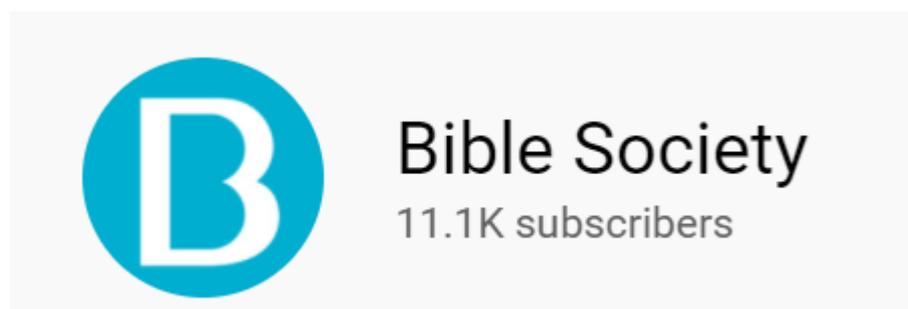
You can buy your own Christian artefacts here: <https://www.tts-group.co.uk/christianity-artefacts-collection/1003535.html> and <http://artefactstoorder.co.uk/product/christianity/>



The Bible Project is a good source for learning more about specific books and stories from the Bible:



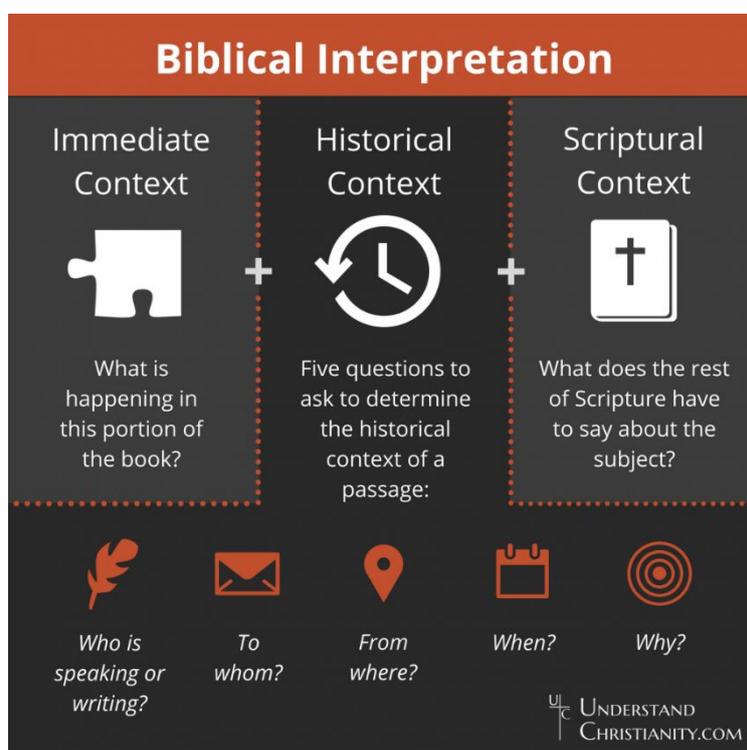
<https://bibleproject.com/>



For Bible Society videos see: <https://www.youtube.com/user/biblesocietytv/videos>

Interpretation of Scripture

It is important that pupils begin to understand that Christians can interpret scripture differently: literally, symbolically, metaphorically, spiritually. The interpretation impacts on the way they choose to live. For example, interpretations of the Creation story may impact upon how Christians respond to climate change.



For resources to support classroom exploration of Biblical interpretation see:

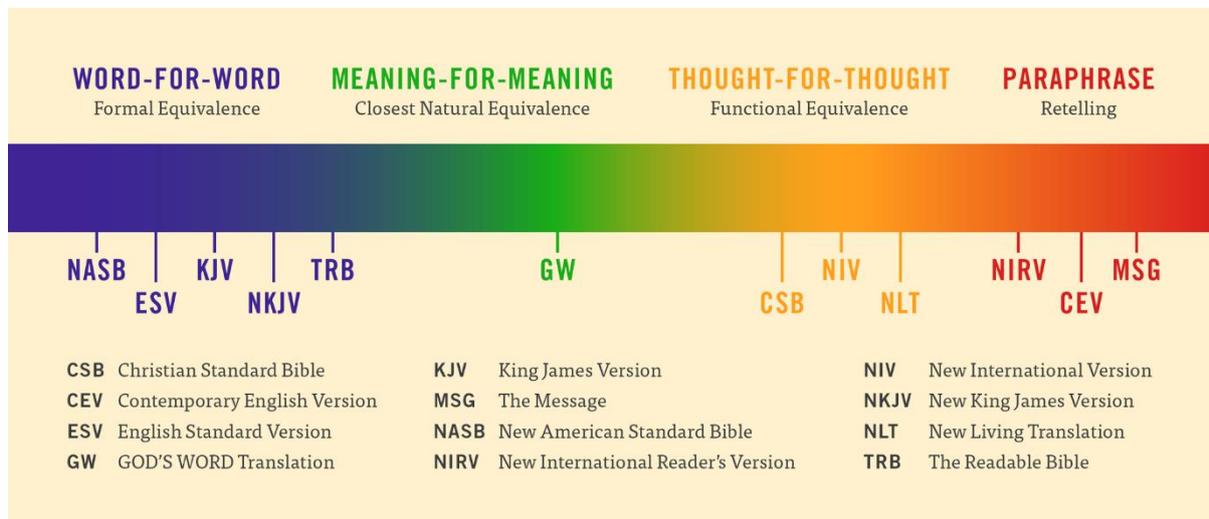
Theologies of Reading: <https://www.reonline.org.uk/teaching-resources/theologies-of-reading/>

Hermeneutics for Bible Interpretation:

<https://www.reonline.org.uk/leadership/practical-introduction-to-hermeneutics/>

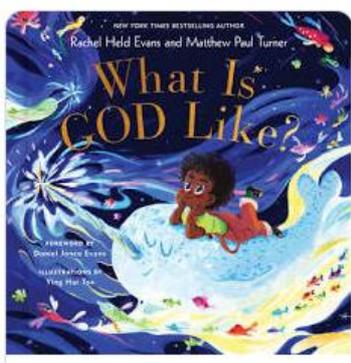
Translations

The Bible exists in many different translations, ranging from word-to-word translations to more poetic paraphrasing of whole sections:



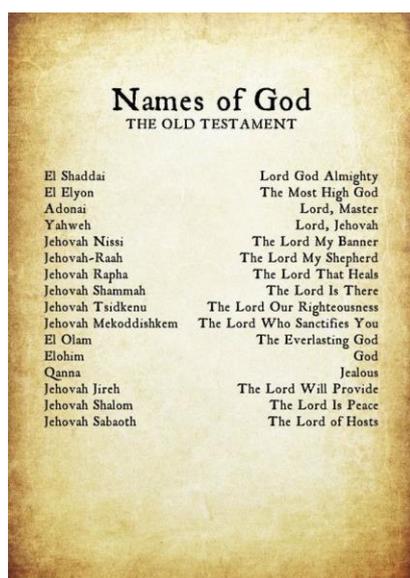
Choose a translation that supports the kind of learning you want to do with the Bible.

Beliefs About God



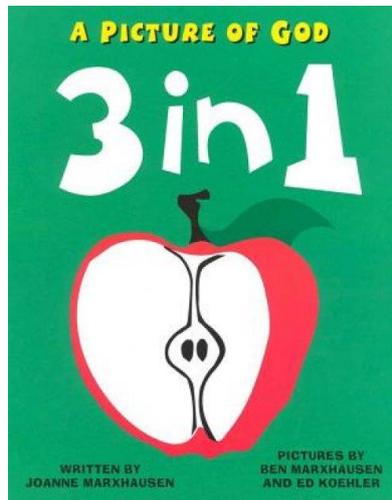
This book offers a Christian child-friendly perspective as to what God is like for Christians.

One of the ways in which Christians relate to God is through the different names God is given in the Old Testament and how Jesus himself is referred to in the Old and New Testaments. It is important for pupils to understand that Arabic Christians might refer to God as 'Allah'.



The Trinity

A central doctrine of Christianity, and one that is unique to the Christian understanding of God, is the idea of a triune God, three-in-one, the Trinity.



These are some useful resources from NATRE on teaching Trinity:

<https://www.natre.org.uk/uploads/Course%20and%20Event%20Flyers/RE:%20Reviving%20and%20Thriving/RE1%20God%20How%20do%20people%20portray%20God%20FM3b.pdf>

https://www.natre.org.uk/resources/?Search=Teaching+Trinity&SearchType=and&NoDefaultFilter=&utm_source=emailmarketing&utm_medium=email&utm_campaign=primary_natre_members_newsletter_with_download_may_2021&utm_content=2021-05-31

Ethical Issues

Various Christian charities offer resources on ethical and social justice issues from a Christian perspective, such as Cafod and Christian Aid:

<https://cafod.org.uk/Education/Primary-teaching-resources/Films>

<https://www.christianaid.org.uk/get-involved/schools>

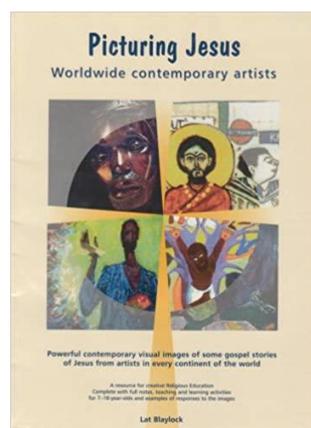
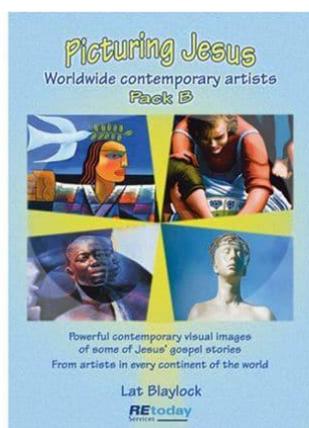
<https://www.salvationarmy.org.uk/resources/schools-resources/religious-education-primary>

Jesus



It is essential that pupils are not given the impression that Jesus was a white, European man, so choosing images, texts and resources carefully is important.

Several photo packs exist:



This is a slideshow of images of Jesus: <https://slideplayer.com/slide/10901664/>

See also Jesus Mafa images: <https://diglib.library.vanderbilt.edu//act-processquery.pl?&Quick=mafa> and <https://lentproject.wordpress.com/resources/visuals-video-painting-and-design/viede-jesus-mafa/>

Pose the question to pupils: Why might different cultures want to represent Jesus in their own way?

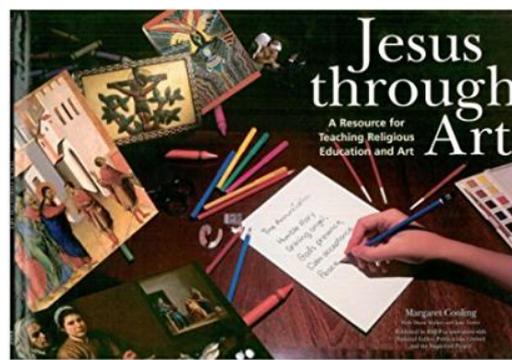
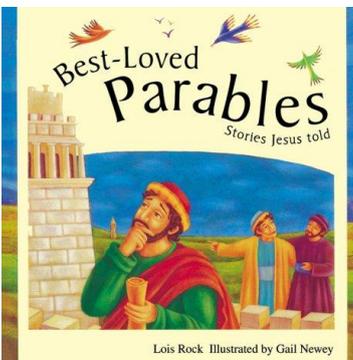
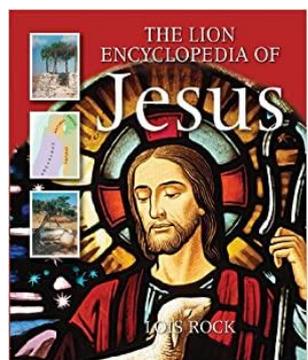


See NATRE's free anti-racism resources: <https://www.natre.org.uk/about-natre/projects/anti-racist-re/>

This is a useful article from YouGov to look at Jesus from a social science lens: <https://yougov.co.uk/topics/lifestyle/articles-reports/2021/12/23/what-race-can-jesus-be>

For some great ideas on decolonising Jesus from Justine Ball, visit: <https://www.reonline.org.uk/research/research-of-the-month/an-approach-to-decolonising-teaching-about-jesus-in-primary-schools/>

It is important pupils understand that Jesus and his disciples were Jewish. Many of the Gospel stories show Jesus engaging with Jewish practices and festivals whilst critiquing Jewish beliefs and practices through his parables and his actions.

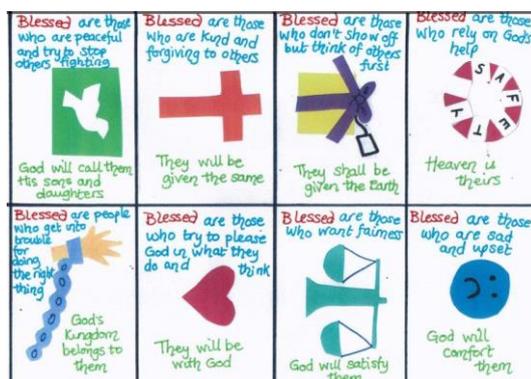


There are several good books available to support learning about Jesus and if you are lucky enough to still have a copy of the A3 resource book, Jesus Through Art, in school (and its counterpart, The Bible Through Art), then make good use of it (currently £100+ on Amazon).

True Tube have a useful video for KS1 and lower KS2 here:

<https://www.truetube.co.uk/resource/charlie-and-blue-find-out-about-jesus/>

For an insight into Jesus' teachings, the Sermon on the Mount and the Beatitudes are very useful to look at with primary age pupils:



Prayer

Prayer is an important part of life for many Christians, and it can take a variety of forms.

According to the Catechism of the Catholic Church, there are 3 types or "expressions" of prayer in the Christian life:

VOCAL
"By words, mental or vocal, our prayer takes flesh". It is the spoken prayer, through which we translate our feelings externally. e.g. The Our Father

TYPES OF PRAYER

MEDITATIVE
"Meditation is above all a quest" to discover what the Lord wants from us. It engages thought, imagination, emotion, and desire.

CONTEMPLATIVE
"Contemplative prayer is silence". Is the type of prayer in which we are one with Christ, it is a communion of love and a gaze of faith.

Four forms of Prayer:

- o Adoration
- o Contrition
- o Thanksgiving
- o Petition

CatholicLink

Westminster Abbey has a useful page on examples of Christian prayer:

<https://www.westminster-abbey.org/teaching-resources/examples-of-christian-prayer>

Some Christians use physical objects in prayer, such as labyrinths, icons or rosary beads and these are artefacts you might share with pupils. Christian visitors will be able to explain to pupils the ways in which they use prayer.



BBC video on Christian prayer: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-christian-prayer/zbjv92p>

RE Quest resource on prayer: <https://request.org.uk/resource/life/spirituality/how-do-you-pray/>

The Lord's Prayer

The Lord's Prayer is the prayer Jesus taught his disciples in the Garden of Gethsemane on the night he was arrested. It begins with 'Our Father' and Christians around the world pray it in their own language.

Our Father	Who art in Heaven
Hallowed be thy name	Thy kingdom come
Thy will be done on earth as it is in heaven	Give us this day our daily bread
And forgive us our trespasses	As we forgive those who trespass against us
Lead us not into temptation	But deliver us from evil
For thine is the kingdom and the power and the glory forever	Amen

The Church of England recently created some videos around the Lord's Prayer and how it is important for Christians today. You can access the videos here:

<https://www.churchofengland.org/our-faith/what-we-believe/lords-prayer>

NATRE have some free resources on The Lord's Prayer:

<https://www.natre.org.uk/resources/termly-mailing/inspiring-re/christians/the-lord-s-prayer-what-does-it-mean-and-why-is-it-important-to-christians/>

Further explanation of the importance of the Lord' Prayer:

<https://request.org.uk/resource/restart/2016/07/05/the-lords-prayer/>

Icons

Orthodox, and some Catholic and Anglican, Christians use icons in prayer. Icons are painted according to a specific tradition and are full of symbolism.



A collection of Orthodox icons can be found here:

<https://www.acrod.org/resources/icongallery>

Information on how to 'read' them can be found on the following websites:

<https://iconreader.wordpress.com/>

<https://orthodoxartsjournal.org/the-readers-guide-to-orthodox-icons/>

http://orthodoxinfo.com/general/icon_function.aspx

Worship

Christian worship takes different forms in different denominations. Churches such as Orthodox and Catholic make use of liturgy and symbolism whereas Anglican, Baptist, Methodist and other Christian denominations will have different worship traditions and often less formal structure. Typically, worship will involve singing/chanting, prayer, liturgy, Bible readings, offerings and a sermon of some kind.

RE Quest have several videos on different forms of Christian worship here:

<https://request.org.uk/resource/life/spirituality/worship/> and here:

<https://request.org.uk/resource/life/art/music/>

BBC Teach has a video here: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-christian-worship/zvjv92p>

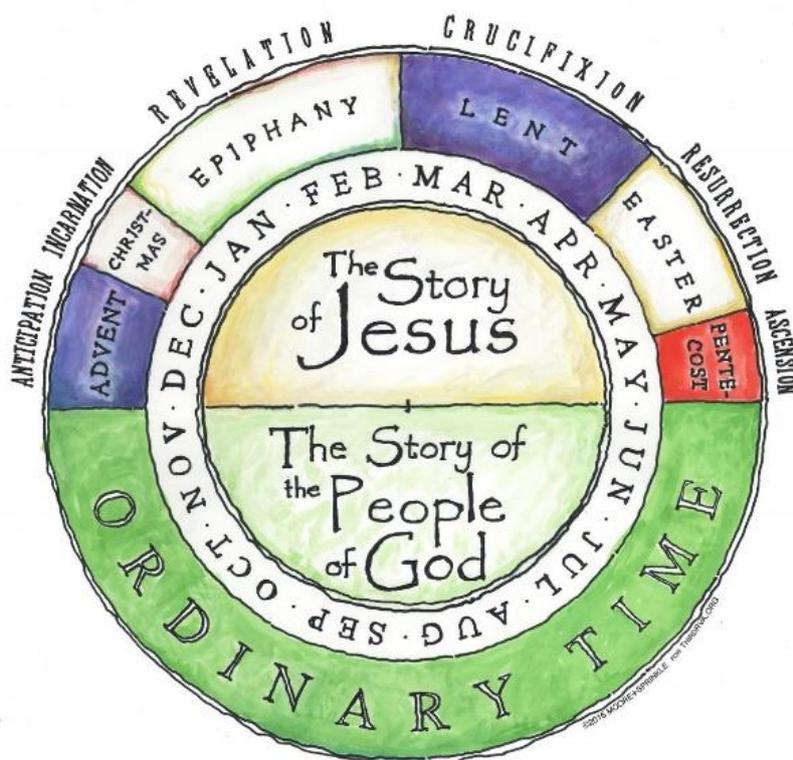
RE Online also has videos on Christian worship.

- Anglican: https://www.reonline.org.uk/specials/places-of-worship/christianity_anglican_video.htm
- Orthodox: https://www.reonline.org.uk/specials/places-of-worship/christianity_orthodox_video.htm
- Baptist: https://www.reonline.org.uk/specials/places-of-worship/christianity_baptist_video.htm

Christian Festivals

The most important festivals in the Christian calendar are Christmas, Easter and Pentecost, with Easter being the most important.

Sharing a liturgical calendar with pupils can help them to develop their understanding of how the year works for Christians who celebrate these important events from the life of Jesus (younger children often get confused; how can Jesus be a baby in December and be dying in March/April?):



Westminster Abbey offers some resources on understanding Christian festivals:

<https://www.westminster-abbey.org/teaching-resources/christian-festivals-image-bank>

<https://www.westminster-abbey.org/teaching-resources/christian-festivals-glossary>

Lent

Lent is the 40 days leading up to Easter when Christians often fast from something in recognition of Jesus' 40 days and nights in the desert prior to the beginning of his ministry.

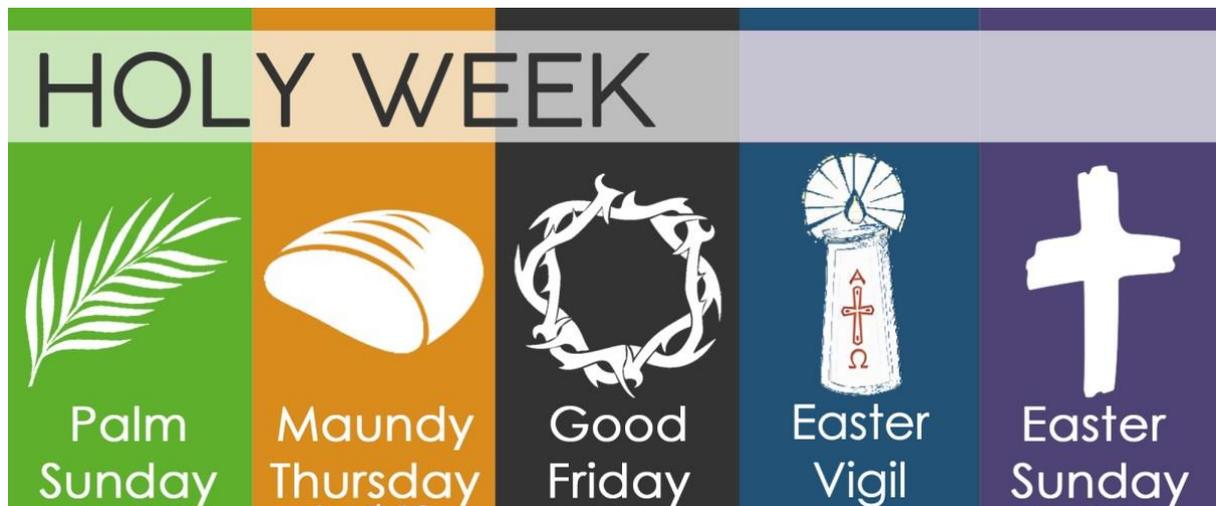
For resources about Lent:

<https://www.bbc.co.uk/bitesize/topics/ztkxp4/articles/z77jf4j>

<https://www.westminster-abbey.org/teaching-resources/lent-a-short-guide-for-primary>

Easter

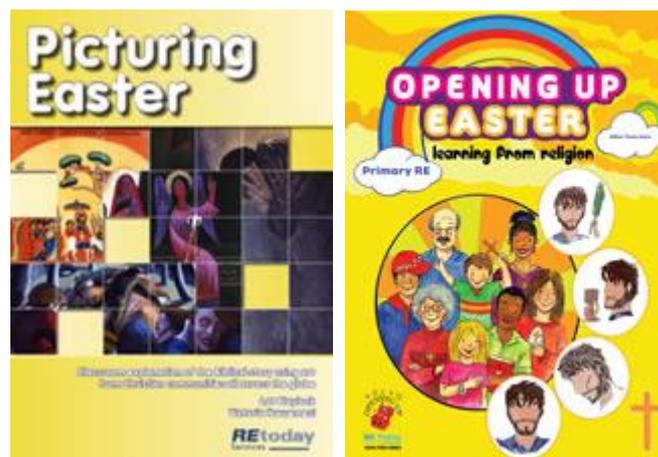
Easter is the most important festival in the Christian calendar. It begins with the celebration of Holy Week and its ups and downs:



You could set up a Holy Week pass the parcel, with chocolate eggs at the centre and images and Bible texts related to each event contained within each wrapper, beginning with Palm Sunday on the outer most layer and moving inward towards Easter Sunday and the eggs.



RE Today have some good Easter resources:



<https://shop.retoday.org.uk/9781905893041>

<https://shop.retoday.org.uk/9781905893461>

BBC Christian Story of Easter: <https://youtu.be/Wnbo2AmS3OI>

BBC clips on Easter celebrations:

<https://www.bbc.co.uk/programmes/p02mww94> and

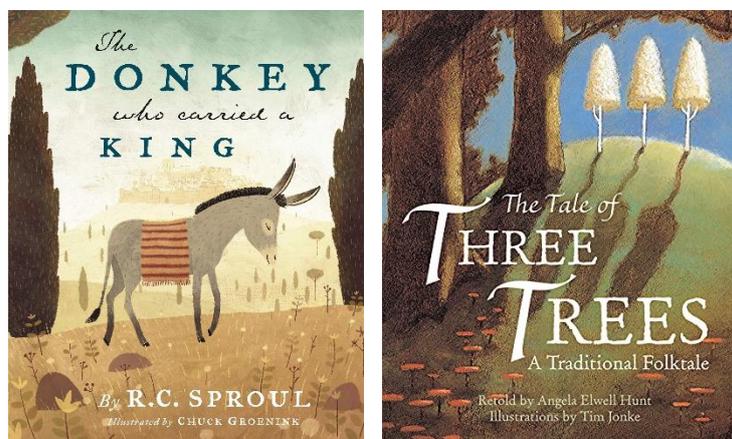
<https://www.bbc.co.uk/bitesize/topics/ztkxp4/articles/z4t6rj6>

TrueTube films telling the different parts of Holy Week:

<https://www.truetube.co.uk/resource/the-last-supper-2014/>

<https://www.truetube.co.uk/resource/the-crucifixion-2014/>

<https://www.truetube.co.uk/resource/the-resurrection-2014/>



The Tale of Three Trees is a lovely book for joining Christmas and Easter together through the life of Jesus.

Eggs



The Church of England website explains the significance of eggs at Easter:

<https://www.churchofengland.org/life-events/christenings/after-christening/things-do-children-spring/easter-celebrations> and Newsround have an article here:

<https://www.bbc.co.uk/newsround/17597617>

For more information about Easter traditions and symbolism see:

https://www.reonline.org.uk/festival_event/easter-day/

Find out about the tradition of eggs here: <https://buildfaith.org/why-eggs-on-easter/> and [https://www.english-heritage.org.uk/visit/inspire-me/blog/articles/why-do-we-have-easter-](https://www.english-heritage.org.uk/visit/inspire-me/blog/articles/why-do-we-have-easter-eggs/#:~:text=Early%20Easter%20Eggs&text=The%20practice%20was%20adopted%20by,was%20absorbed%20into%20Easter%20celebrations)

[eggs/#:~:text=Early%20Easter%20Eggs&text=The%20practice%20was%20adopted%20by,was%20absorbed%20into%20Easter%20celebrations](https://www.english-heritage.org.uk/visit/inspire-me/blog/articles/why-do-we-have-easter-eggs/#:~:text=Early%20Easter%20Eggs&text=The%20practice%20was%20adopted%20by,was%20absorbed%20into%20Easter%20celebrations) and use natural dye to dye eggs or decorate eggs (perhaps synthetic ones due to allergies or do 2D designs on paper).

For information about Orthodox Christian egg decorating and games as a celebration of Pascha see: <https://orthodoxwiki.org/Pascha>



For a narrated Powerpoint about Orthodox Great Lent and Pascha:

https://drive.google.com/drive/mobile/folders/1GscvtARb3o8BzMWbvQWwIa_Fc5Fw4Uk?usp=sharing This is suitable for teachers wishing to improve their subject knowledge.

Westminster Abbey has a series of resources about Easter:

<https://www.westminster-abbey.org/teaching-resources/easter-a-two-minute-film>

<https://www.westminster-abbey.org/teaching-resources/holy-week-a-short-guide-for-primary>

<https://www.westminster-abbey.org/teaching-resources/eastertide-a-short-guide-for-primary>

Durham Cathedral have some fascinating information about the timing of Easter:

<https://durhamcathedral.wordpress.com/2020/04/08/making-a-date-when-to-celebrate-easter/>

The Bible Society offer several resources on Christian festivals:

<https://www.biblesociety.org.uk/resources/collections/easter-resources/>

NATRE have some free home learning resources based on Easter:

For KS1:

<https://www.natre.org.uk/uploads/Free%20Resources/Pupil%20resources%20amended/F1%205-7%20RE%20Today%20and%20NATRE%20home%20learning%20Easter.pdf>

For KS2:

<https://www.natre.org.uk/uploads/Free%20Resources/Pupil%20resources%20amended/F2%207-11%20RE%20Today%20and%20NATRE%20home%20learning%20Easter%20Expert.pdf>

<https://www.natre.org.uk/uploads/Free%20Resources/Pupil%20resources%20amended/F2%207-11%20RE%20Today%20and%20NATRE%20home%20learning%20Jesus%20Journey.pdf>

Christmas

Christmas is another important Christian festival.

RE Today have some resources based on Christmas:



<https://shop.retoday.org.uk/9781905893904>

<https://shop.retoday.org.uk/9781904024415>

The RE Today Investigating Worldviews series also features enquiry around Christmas:



<https://shop.retoday.org.uk/200357>

<https://shop.retoday.org.uk/210302>

For an animated retelling of the Christian Story of the First Christmas;

<https://youtu.be/ljac42uB2jE>

BBC have several short clips about the celebration of Christmas:

<https://www.bbc.co.uk/programmes/p02mwyn6>

<https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zdjf4j>

Westminster Abbey offers a guide to Christmas for Primary:

<https://www.westminster-abbey.org/teaching-resources/christmas-a-short-guide-for-primary>

NATRE offer a free resource on Christians celebrating Christmas:

<https://www.natre.org.uk/uploads/Member%20Resources/NATRE%20Resources/Pri%20mary%201000/Year%201%20-%20How%20do%20Christians%20Celebrate%20Christmas.pdf>

Harvest

BBC have some information and images about the Christian celebration of Harvest here: <https://www.bbc.co.uk/bitesize/guides/zbpq7nb/revision/8#:~:text=Harvest%20refers%20to%20the%20time,the%20good%20things%20He%20provides.>

RE with Soul offers a unit of work based on Harvest: <http://www.rewithsoul.co.uk/wp-content/uploads/2014/11/Harvest-Explore-unit-logo.pdf>

You can find a history of Harvest celebrations in Great Britain here:

<http://projectbritain.com/harvest/index.html>

For information on Harvest festivals around the world visit:

<http://www.harvestfestivals.net/harvestfestivals.htm>

Pentecost

Using some of the beautiful artwork available via an internet search, you can show the diversity within Christianity as captured in images showing Pentecost, for example:

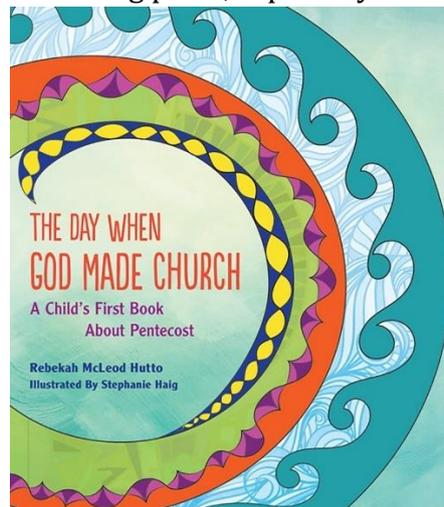


BBC Teach has a video about Pentecost: <https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-pentecost-apostles-holy-spirit-new-testament/zw8c3j6> and RE Quest offers a good explanation of this festival that is often overlooked in the Christian liturgical calendar: <https://request.org.uk/resource/festivals/other-festivals/pentecost/>

TrueTube also have a video about Pentecost:

<https://www.truetube.co.uk/resource/you-wont-believe-what-happens-at-this-pentecost-party/>

This book is a good starting point, especially for KS1 and lower KS2:



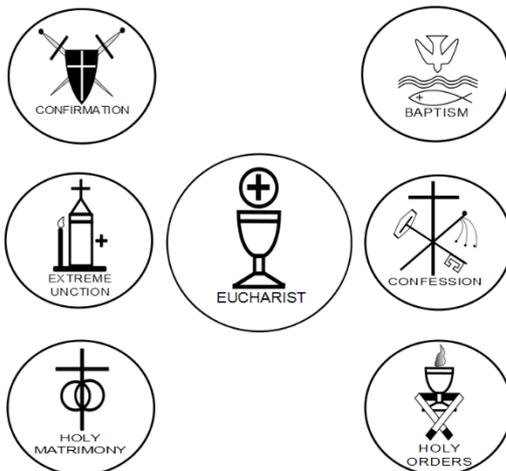
Sacraments

There are seven Christian sacraments:



Not all church denominations have all seven.

The 7 Sacraments



Most of the seven sacraments can be experienced by the laity but 'Holy Orders' is a sacrament performed when an individual becomes a member of the clergy. Extreme Unction, or 'Last Rites' are prayers and anointing conducted by clergy over the dying or recently deceased.

Eucharist is celebrated in different forms within the different church denominations.

Baptism

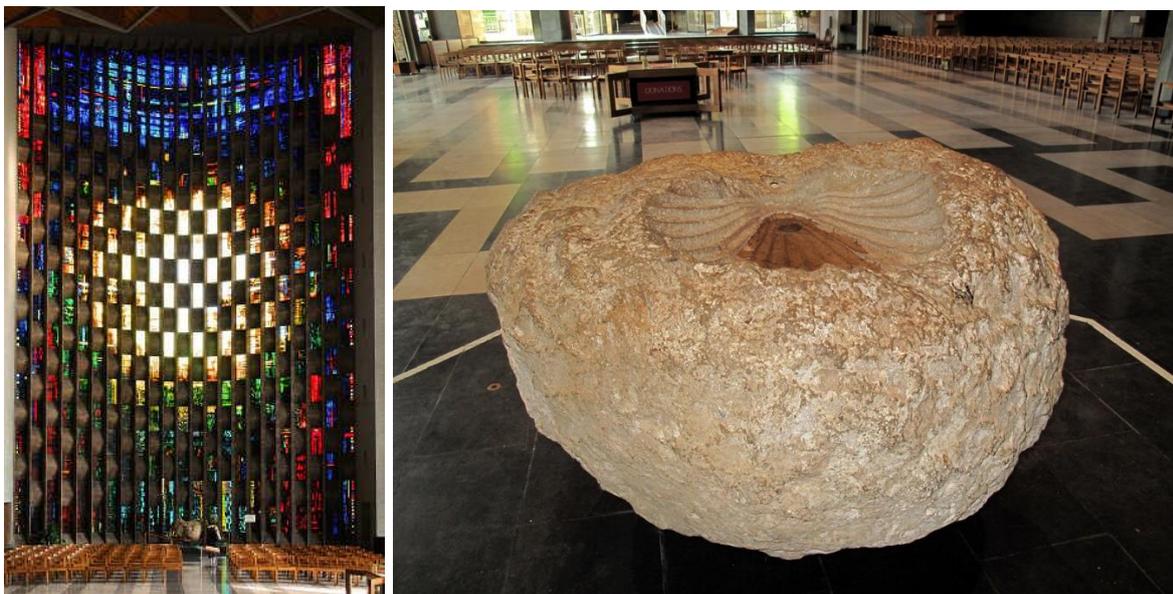
Your local church is a good place to visit to see the baptismal font and for clergy to demonstrate what happens at a baptism. For videos about Christian baptism, see:

<https://www.bbc.co.uk/programmes/p02mwy4d>

<https://www.truetube.co.uk/resource/christian-baptism/>

Artefacts such as a baptismal candle and certificate are good to have on hand to show pupils.

The baptismal font at Coventry Cathedral comes from the hills outside Bethlehem (making the connection with the baby Jesus and sculpted to look like a scallop shell, a symbol of Christian pilgrimage) and sits in front of John Piper's baptismal window, an abstract art stained glass window symbolising a new day and the start of the Christian journey.



Some churches practice infant baptism and some do full immersion (for adults and consenting young people).

Holy Communion



Holy Communion, or Eucharist, is arguably the most important sacrament and it is practiced in different ways within Christian denominations, with different beliefs around what happens to the bread and wine during the church service.

The bread and wine are symbolic of Jesus' body and blood and link back to the celebration of the Last Supper during Holy Week when Jesus celebrated the Jewish Passover with his disciples.

For a video on Holy Communion: <https://www.bbc.co.uk/programmes/p02mwwm9> and <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-holy-communion/z7xhy9q>

RE Quest have some information on Eucharist and two videos showing different denominations practising Holy Communion:

<https://request.org.uk/resource/life/spirituality/communion/>

For information from the Church of England see:

<https://www.churchofengland.org/our-faith/what-we-believe/eucharist>

Marriage

Often members of staff are happy to talk about their wedding in a Christian church and local clergy may also be able to talk pupils through what happens during a Christian wedding ceremony and symbolism of the words and actions.

RE Quest have information and videos on Christian marriage here:

<https://request.org.uk/resource/life/rites-of-passage/marriage/>

True Tube video on Christian marriage:

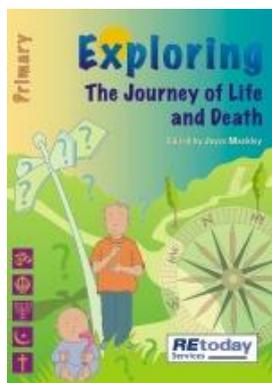
<https://www.truetube.co.uk/resource/christian-marriage/>

NATRE resource on marriage vows (including Christianity):

<https://www.natre.org.uk/uploads/Member%20Resources/Home%20learning/Updated/F2%207-11%20RE%20Today%20and%20NATRE%20home%20learning%20mem%20Marriage.pdf>

Funeral

Funerals and death can be difficult topics for primary aged children, especially those who have been recently bereaved, so it is often a good idea to tell parents of affected children you are going to cover this in RE. A focus on remembering and celebration of life can help to make learning feel more accessible for vulnerable pupils.

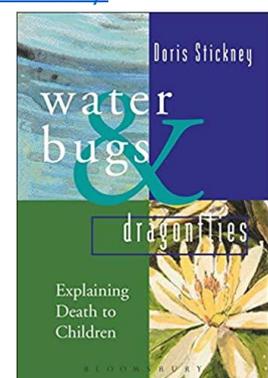


RE Quest have information and videos on Christian funerals here: <https://request.org.uk/resource/life/rites-of-passage/christian-funeral-videos/> True Tube also have a video on Christian funerals:

<https://www.truetube.co.uk/resource/christian-funeral/>

For information on Christian death and funeral rituals see:

<https://religionmediacentre.org.uk/factsheets/death-funeral-rituals-in-world-religions/> Some Christian denominations prefer burial to cremation and have reasons for this connected with the afterlife.



This resource above from RE Today may be useful for teaching about death:

<https://shop.retoday.org.uk/9781904024934>

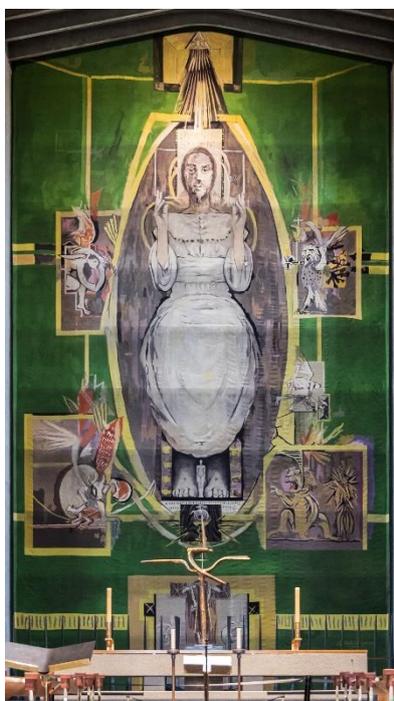
Waterbugs and Dragonflies by Doris Stickney is an allegorical short story that can support discussions about life after death and the concept of heaven.

Church

Visiting your local church is a good way to support pupils' learning about places of worship within Christianity. It is a good idea to invite visitors from different Christian denominations and to visit different types of local churches if you can, so that pupils get an idea of the diversity within Christianity.



You might also take pupils to visit Coventry Cathedral, where they can learn about the old and new cathedrals in terms of history (including the Coventry Blitz in WW2), architecture, art, symbolism and worship.



Basil Spence's design for the cathedral retained the old ruins, symbolising Good Friday, and as visitors move under the porch and into the new cathedral they journey through Easter Saturday and towards Easter Sunday, represented by Graham Sutherland's Christ in Glory tapestry.

Arrange visits and access resources here:

<https://www.coventrycathedral.org.uk/wpsite/school-visits/>

You can also find out about becoming an ICON (International Cross of Nails) School in partnership with the cathedral and the three themes of the Community of the Cross of Nails here:

<https://www.coventrycathedral.org.uk/wpsite/icon-schools/>

RE Quest have an overview of what happens in a church here:

<https://request.org.uk/resource/life/church/what-happens-inside-a-typical-church/>

This video explains what often happens in churches during the week:

<https://youtu.be/MrgQ5mjge4M>

True Tube's Holy Cribs series: <https://www.truetube.co.uk/resource/holy-cribs-the-church/>

RE Online also has videos on Christian places of worship.

- Anglican: https://www.reonline.org.uk/specials/places-of-worship/christianity_anglican_video.htm
- Orthodox: https://www.reonline.org.uk/specials/places-of-worship/christianity_orthodox_video.htm
- Baptist: https://www.reonline.org.uk/specials/places-of-worship/christianity_baptist_video.htm

There are many Black churches in the UK. One of them locally is the Black Windrush Church in Coventry: <https://www.coventrytelegraph.net/news/coventry-news/story-coventrys-windrush-church-historic-21783930> Coventry SACRE has a Black Church representative who is willing to do school visits.

Several cathedrals have resources and online tours:

Westminster Abbey: <https://www.westminster-abbey.org/learning/virtual-tours>

St Paul's Cathedral: <https://www.stpauls.co.uk/learning-faith/schools-families/virtual-visits>

Coventry Cathedral: <https://www.coventrycathedral.org.uk/wpsite/resources/>

New expressions of church have developed in recent decades, particularly in response to climate change:

Forest Church: <https://www.gloucester.anglican.org/2018/discovering-forest-church/>

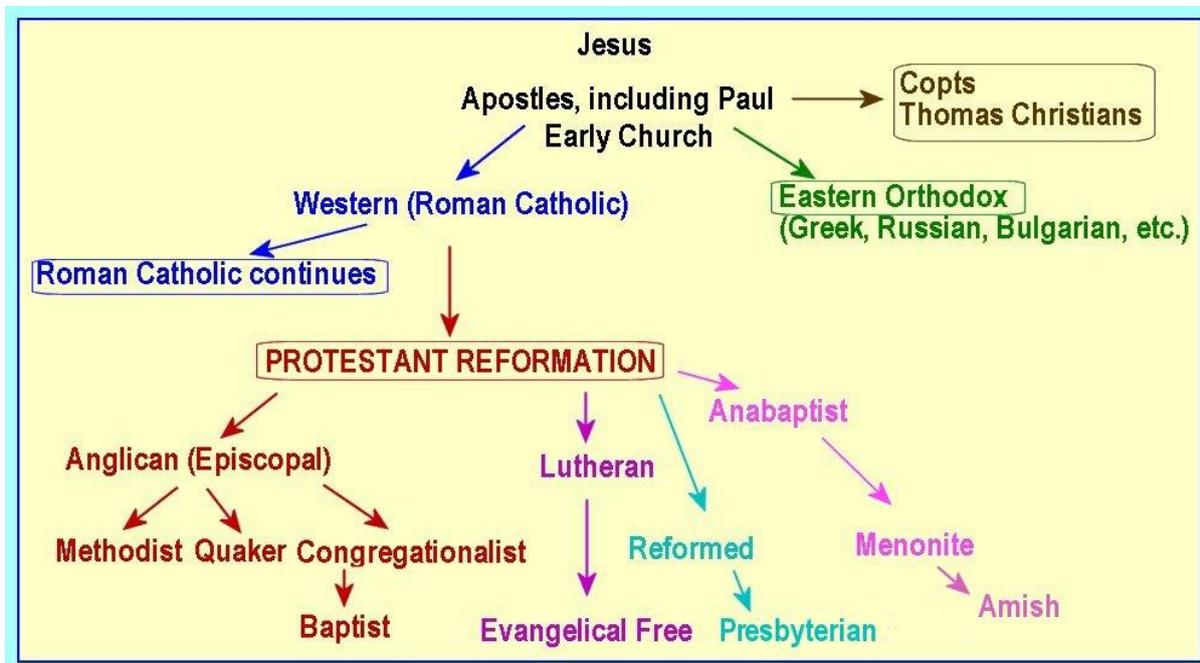


Eco Church: <https://ecochurch.arocha.org.uk/>

Many churches celebrate Climate Sunday each year: <https://ctbi.org.uk/climate-sunday/>



There are different church denominations as a result of splits and schisms in Christianity's history:



Clergy

Different denominations have different names for clergy (priest, vicar, pastor etc) and some Christian churches permit women clergy and some still do not.

Inviting in local clergy (from different denominations if you can) to talk about their role would be great RE practice. Many visitors are now used to remote visiting using Teams and Zoom to join pupils in their classrooms to be interviewed.

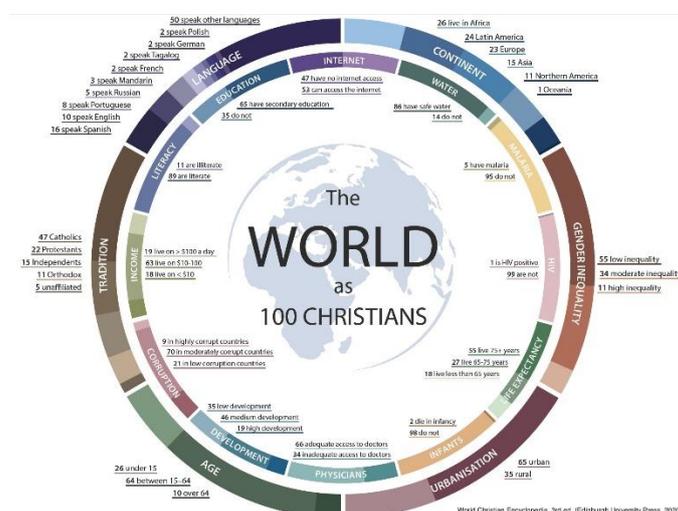
RE Quest have videos on clergy from different Christian denominations:

<https://request.org.uk/resource/life/clergy/>

True Tube have a useful video: <https://www.truetube.co.uk/resource/a-day-in-the-life-of-a-christian-vicar/>

Global Christianity

It is important pupils begin to understand Christianity is a global religion. The infographic below is a great way to introduce that idea:

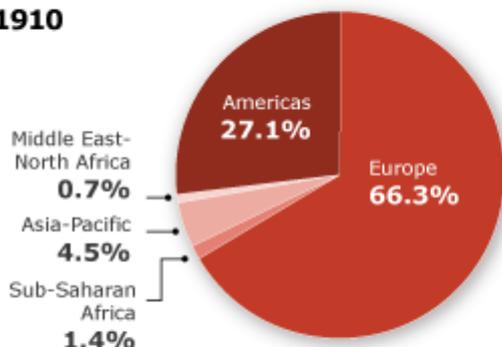


<https://www.gordonconwell.edu/blog/100christians/>

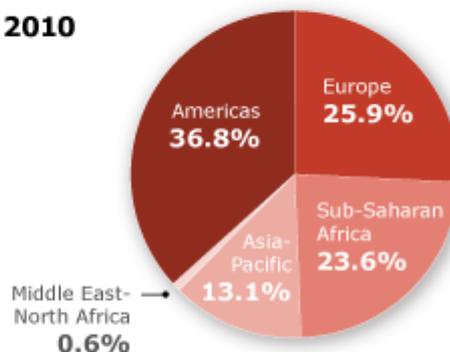
According to these statistics, the typical Christian today is a non-white woman living in the global South, with lower-than-average levels of societal safety and proper health care. This represents a vastly different typical Christian than that of 100 years ago, who was likely a white, affluent European.

Regional Distribution of Christians

1910



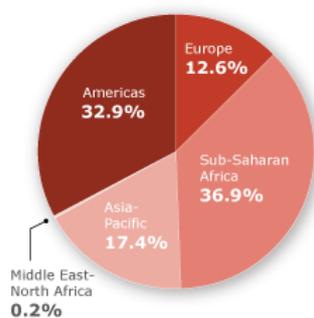
2010



Figures for 1910 are from a Pew Forum analysis of data from the Center for the Study of Global Christianity. Percentages may not add to 100 due to rounding.

Pew Research Center's Forum on Religion & Public Life • *Global Christianity*, December 2011

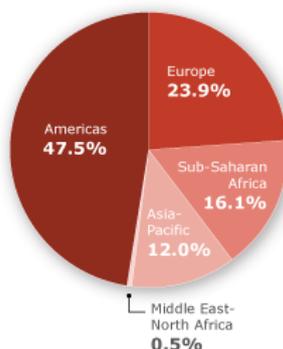
Regional Distribution of Protestants



Percentages may not add to 100 due to rounding.

Pew Research Center's Forum on Religion & Public Life
Global Christianity, December 2011

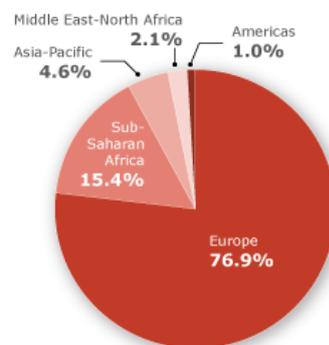
Regional Distribution of Catholics



Percentages may not add to 100 due to rounding.

Pew Research Center's Forum on Religion & Public Life
Global Christianity, December 2011

Regional Distribution of Orthodox Christians

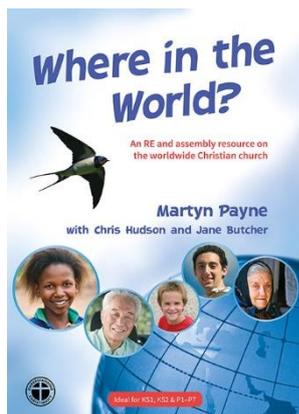


Percentages may not add to 100 due to rounding.

Pew Research Center's Forum on Religion & Public Life
Global Christianity, December 2011

The Pew Institute have some excellent data here:

<https://www.pewforum.org/2011/12/19/global-christianity-traditions/> This would support learning about Christianity through the lens of human and social sciences.



BRF have a useful global Christianity resource:

<https://www.brfonline.org.uk/products/where-in-the-world-an-re-and-assembly-resource-on-the-worldwide-christian-church>



SACRE have put together an example of using a worldviews approach to teaching RE, with Christian SACRE members answering the question of whether you need to go to church to be a Christian. You can watch it here: <https://www.youtube.com/watch?v=A-6-B1g-Cmg> Inviting in your own visitors and doing something similar with your own posed question would lead to great RE enquiry.

For the experiences of Christian children, see the Faces of Faith videos:



<https://www.faithinschools.co.uk/faces-of-faith>

Pilgrimage

Pilgrimage is part of an ancient expression of Christianity and continues today.

The three main destinations of Christian pilgrimage are Jerusalem, Rome, and Santiago de Compostela, and for most pilgrims throughout history reaching these sites was a prolonged and possibly dangerous endeavour. However, smaller and more local pilgrimage sites — such as Canterbury Cathedral in England or the Holy House of Loreto in Italy — also enjoyed great popularity. (From National Trust website: <https://www.nationaltrust.org.uk/features/what-is-a-pilgrimage> containing UK pilgrimage sites)

For resources on Christian pilgrimage see:

<https://www.westminster-abbey.org/teaching-resources/why-do-christians-go-on-pilgrimage>

<https://www.cumbria.gov.uk/elibrary/Content/Internet/537/6381/6528/17315/43012133859.pdf?timestamp=433379612>

<https://slideplayer.com/slide/12185524/>

RE Quest have two videos about Christian pilgrimage here:

https://youtu.be/CtvF8Njv_WU <https://youtu.be/8i5hniSpcfE>

Walsingham Pilgrimage Site resources:

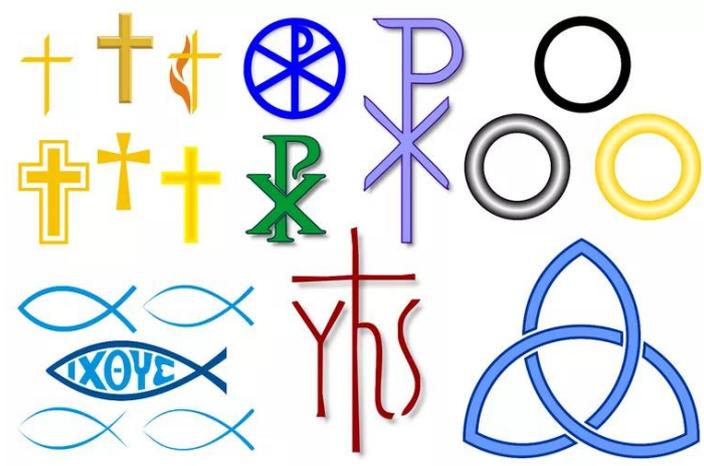
<https://www.walsinghamanglican.org.uk/visit/schools-department/resources/>



The scallop shell is a symbol of Christian pilgrimage and many pilgrims returned from their holy travels with shells. For more information visit: <https://compostela.co.uk/symbols/scallop-shell/>

Christian Symbols

There are many Christian symbols, the cross, the fish and the Celtic symbol of the Trinity being amongst the most identifiable.

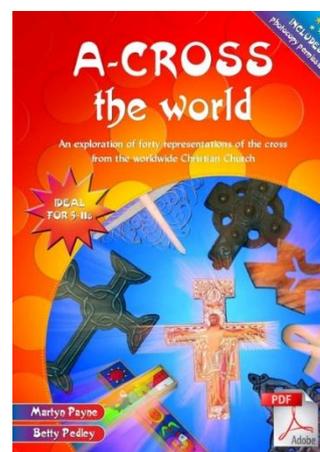


For further information on Christian symbols visit the websites below:

<https://www.learnreligions.com/christianity-symbols-illustrated-glossary-4051292>

<https://request.org.uk/resource/life/spirituality/christian-symbols/>

For a resource exploring different crosses from across the world, see <https://www.brfonline.org.uk/products/a-cross-the-world-an-exploration-of-forty-representations-of-the-cross-from-the-worldwide-christian-church>



Christian Charities

There are many Christian charities, some of which are listed below. They often offer resources for schools and are a good way to show pupils lived Christianity and the impact belief has on practice.

<https://www.christianaid.org.uk/>

<https://www.tearfund.org/>

<https://capuk.org/>

<https://www.salvationarmy.org.uk/>

<https://cafod.org.uk/>

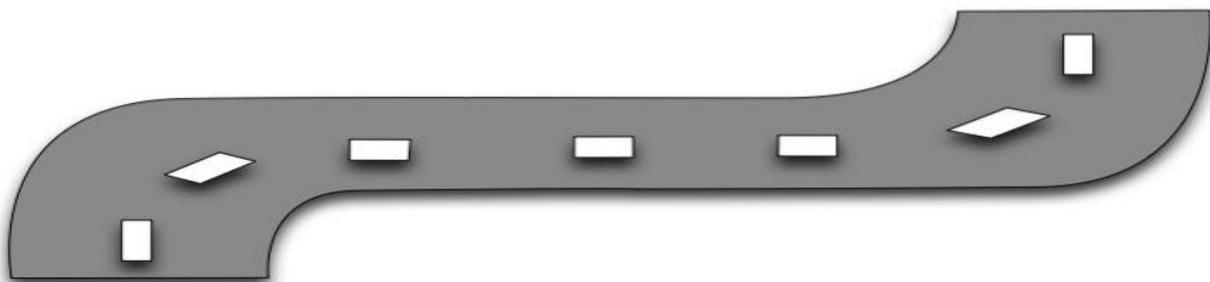
<https://www.allwecan.org.uk/>

Local Christian Charities:

Some important local Christian charities are:

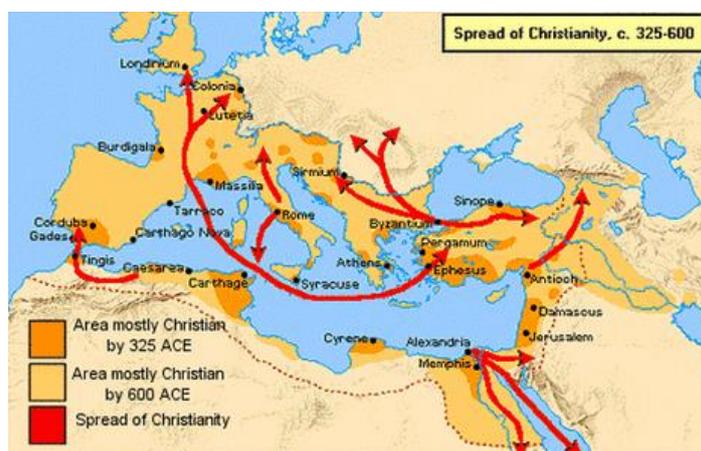
<https://www.globalcare.org/>

<https://carriersofhope.org.uk/>



KS3

History and belief



How did Christianity begin?

How did Christianity grow at such an astonishing rate?

You may wish to put into context the development of the Christian religion with students in order they can see how the religion developed but can also observe why Christians believe and practice what they do today.

When Jesus lived on earth, he had 12 disciples. Yet within 20 years of his death, most major towns around the Mediterranean had a Christian community. Within 100 years of Jesus' death, there were 300,000 Christians living across the Roman Empire. So how did the beliefs of a few Jewish men living in Israel become a global religion with 2.2 billion followers?

In the years after Jesus's death, missionaries spread the Christian message throughout the Roman Empire. One of these missionaries was a man named Paul. Many people listened to him and became Christians, but the ideas he preached about also caused a lot of anger. Eventually he was put in prison. He described his experiences in a letter to Christians living in the city of Corinth.

Activity

Ask students to investigate who Paul was. Include the difficulties he faced when spreading the Christian message. What sort of character was Paul?

You could ask students to create a fact file on Paul and the impact he had on the spread of the Christian message.

Christianity in the modern world

In contrast to exploring the history, development and belief of Christianity, you may wish to contrast this with exploring Christianity in the modern world. One part of this could be to contrast the history of Christianity with how Christianity is practiced today.

Is Britain a Christian country?

Christianity is still an influential part of British life. This can be seen in the number of churches across the country and in the education system. When someone becomes king or queen, he or she also becomes head of the Church of England, and is given the title, 'Defender of the faith.' Today, more people in Britain follow Christianity than any other religion, but in recent years, Britain has become more secular and more religiously diverse.

Christian responses to change – In the past, Sunday was a day for resting and going to church. Shops and businesses were closed. There are still laws limiting shop opening hours on Sundays, but declining church attendance is a challenge for Christians in Britain. Some Liberal Christians argue that people are put off going to church because Christianity seems old-fashioned and has too many rules. They believe Christianity needs to adapt in order to thrive in the modern Britain. Others say that Christian beliefs and teachings should not be changed. Instead, churches should change the style of their services to attract more people.

Activity

Ask students to complete a comparison table, exploring and contrasting 'Britain is a Christian country' compared to 'Britain is not a Christian country.' Ask students to bullet point as many reasons on each side.

Ask students to complete an evaluative response to, 'Britain is a Christian country.'
Discuss this statement.

Life of Jesus - Miracle worker

Big Question: Can anyone perform a miracle?

A great way to explore the work, teachings and practices of Jesus would be through the miracles he performed. Christians believe Jesus was the Son of God, so had special powers and could do impossible things. They see these miracles as proof that he was the Son of God, and that God is active in the world.

There are three key examples to explore the theme of, 'miracle worker.'

- Power of healing – Jesus healing the man at Bethesda
- Power of nature – The feeding of the 5000
- Power over life and death – Jesus raising Lazarus from the dead

You may wish to explore with your students why they believe Jesus performed miracles?

- Firstly Jesus was doing the right thing and showing compassion for others
- Secondly, we are told that Jesus' miracles made people praise God
- Thirdly, people's faith made miracles possible

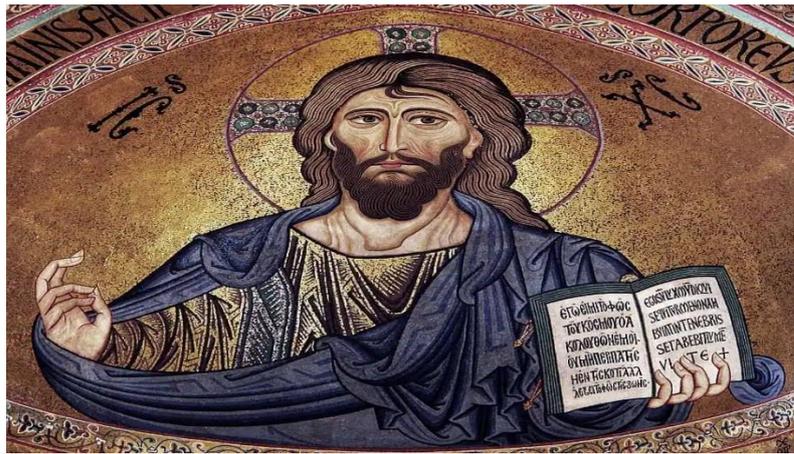
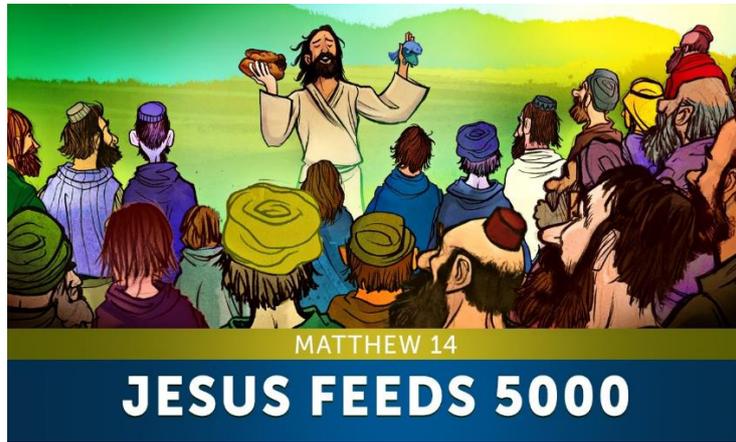
Activities

Create a fact file of Jesus, exploring his character and the history of the Christian religion

Create a newspaper report about one of Jesus' miracles. It should describe what happened and include an eye-witness account and an image

Big Question: Evaluate this statement: 'Jesus only performed miracles to help people.'
Discuss.





The Christian moral code

Big Question: How should people behave?

When it comes to deciding how to behave Christians are guided by all the things everyone else is guided by – their families, the law, what society accepts, their school teachers, their friends...However, most importantly they are guided by what is and isn't acceptable in the church. This comes directly from the teachings of Jesus and St Paul:

Jesus said the second greatest commandment is 'Love your neighbour.'
(Matthew 22:39)

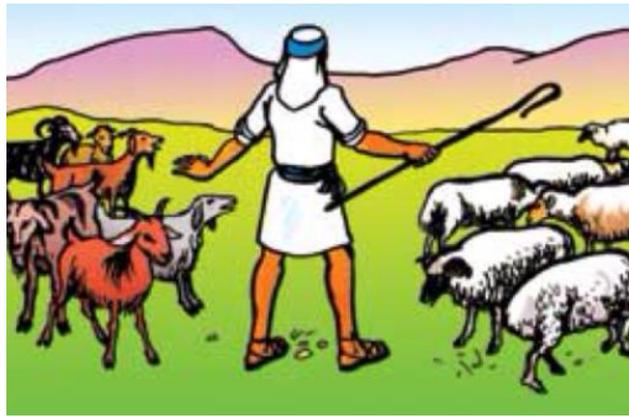
James said that 'faith without action is dead.'
(James 2:17)

St Paul said, 'Love is patient, love is kind. It does not envy, it does not boast, it is not

St Paul said that of the three qualities which are

For Christians, love is the quality which makes everything else work well. If we show love, we are kind, we want well for others and we make it happen. This is the basis of the moral code followed by Christians.

St Paul explained what love was through saying what it wasn't, and essentially said that it means to not hurt others in any way. In the Parable of the Sheep and Goats, Jesus says, 'Whatever you do for one of these, you do for me,' referring to people in need.



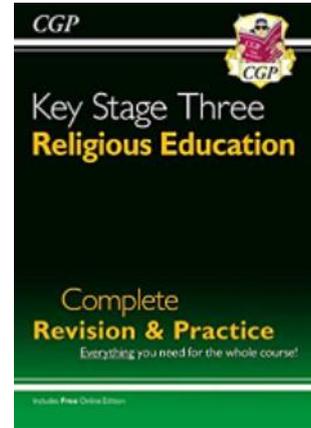
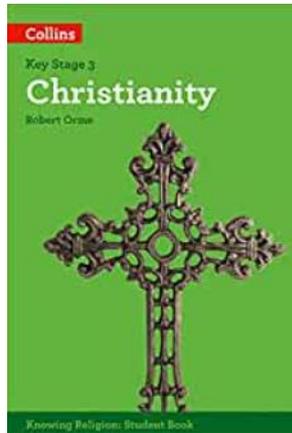
Activity

You may wish to want to show how you can put Jesus' teachings into practice with your students. Examples of this could be Harvest Festival and Coffee and Conversation mornings.

You may wish to set your students a project, exploring all the different ways that churches are helping in their local community. You could ask students to investigate and show how the church demonstrates Christian love.

Big Question: 'The only rule everyone needs to follow is 'love thy neighbour.' Discuss this statement.

Useful resources to support teaching Christianity at KS3



https://educationresources.biblesociety.org.uk/ks3-religious-education/?source_code=50202_ks3_ks3redu_free&gclid=CjwKCAjw9-KTBhBcEiwAr19ig43WwNvjg4f01sgh2x4zTUcEtijEZtqRfjkUyLf6pa0cBTToStcOJ4hoCHgMQAvD_BwE

<https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>

<https://www.natre.org.uk/about-natre/free-resources-for-you-and-your-pupils/key-stage-3/>

https://request.org.uk/?gclid=CjwKCAjw9-KTBhBcEiwAr19ig8B0krT8Jg8CgnkpNKyn47ZK2ppiD2FfSjVYI4XIIjCcod0au8EkqRoCMxoQAvD_BwE



KS4 GCSE

What is the problem of evil?

This could be a topic which is covered as part of a non-examined or to stretch and challenge GCSE students, or prepare and explore A Level topics and content with GCSE students who may have an interest in A Level Religious Studies.

Christians believe that God is all good (omnibenevolent), all powerful (omnipotent) and all knowing (omniscient), so why does he allow evil and suffering in the world?

The 'problem of evil' is an argument or theory that has been around since the time of the ancient Greeks. There are four main points to the argument:

- If God is omnibenevolent, he would have the desire to get rid of evil and suffering, because it causes so much unhappiness
- If God is omnipotent, he would have the ability to get rid of evil, because he can do anything
- If God is omniscient, he would know how to get rid of evil, because he knows everything
- There is evil in the world, so either God does not exist or he is not omnibenevolent, omniscient and omnipotent

Free will – God gave humans the gift of free will to choose their own paths through life. Sometimes humans choose the path of evil, which causes suffering. The only way that God could get rid of evil and suffering would be to get rid of free will.

Some people criticise the free will defence because it only explains evil and suffering caused by humans, not that caused by natural events such as earthquakes, hurricanes and disease. They also argue that if God knows people will choose evil, then free will is not a loving gift for God to give.

The devil – Some Christians believe that evil and suffering are caused by the devil. The devil is not mentioned many times in the bible, but there is a story in the Apocrypha that says that he was originally an angel who was expelled from heaven for refusing to worship God.

A test of faith – Some Christians say that suffering is God's way of testing and strengthening people's faith. Through suffering, people can also develop positive virtues such as patience, courage, empathy and love. However, some Christians might say that if God is omnibenevolent and omnipotent, he would find a more loving way to develop people's faith and virtues rather than making them suffer.

Punishment – Many Christians viewed suffering as a punishment from God. During the fourteenth century, the Black Death killed approximately half of the population of Europe. At the time, many people thought that God had sent this plague to punish people for their sins.

Mystery – Many Christians believe that both life and God's purposes are mysteries that cannot be fully understood by humans. They argue that we should accept that we do not know why suffering occurs, but should trust that God knows best for us.

BIG Question - 'The existence of evil proves that the Christian God does not exist.'
Discuss.

Death and resurrection

BIG Question – ‘What is the most important part of a person’s life?’

Christians believe Jesus was the Son of God, one of the persons of the Trinity which is God. However, they believe he was born and died as a human. His death was necessary as an atonement for the sins of people. These sins had created a barrier between humans and God and prevented them being with God in heaven and in a relationship with God in this life.

Activity

- How do you think the disciples would have felt at the different stages – Last Supper, Jesus’ arrest, crucifixion and resurrection? Create a timeline of their emotions as events happened.
- Create a timeline for the events of Jesus’ life. You could support your timeline with reference to the Gospel stories.
- ‘Jesus could have chosen not to be killed.’ Do you think this is a fair statement? Give reasons to agree and to disagree with it.

The afterlife

BIG Question – ‘What do Christians believe about life after death?’

Resurrection

Christians believe that after we die, we will be resurrected – raised from the dead, like Jesus was. Some Christians believe this will be a physical resurrection, others believe it could be a spiritual resurrection. We are then judged by God.

Judgement

Christians believe that we will be judged for our actions and beliefs- our sins and goodness. Sins are actions which go against God. It is important for any Christians to be truly sorry for any sins they have done, and to ask God’s forgiveness. This will help them on judgement day.

Heaven and Hell

After judgement, everyone is sent to either heaven or hell.

Hell is the place sinners go, who were not truly sorry for the things they did and did not accept Jesus’ forgiveness. Hell is a terrible place of suffering for the sins committed

Heaven is a place of everlasting life with God.

Purgatory is a state in which our soul can be prepared for heaven. Purgatory cleanses the soul.

Activity

- 1.) Create a flow chart to show what Christians believe happens to our soul after death. You could illustrate this through drawings to help explain key beliefs.
- 2.) Is it more important to believe in God or to be a good person? Explain your answer using at least two arguments.
- 3.) Do you think that if everyone believed the Christian beliefs about life after death, then our society would be happier? Explain your ideas, then write an answer using a different view point.

Public vs Private worship

BIG Question – ‘What makes up an act of worship for Christians?’

Public worship



All Christians attend public acts of worship, that is, join in with others in worshipping God.

Christian acts of worship have some common features:

Bible readings

Prayers

Hymns

Sermons

Liturgical worship

Roman Catholics, Orthodox and Anglican Churches use a set format and wording for their services – this is liturgical worship. An advantage of Liturgical worship is that a person going to any church can join in and feel part of the service as it is within a set structure.

Eucharist

The Last Supper

Jesus' last meal was with his disciples on the night before he died. What Jesus said and did gave this meal a new significance. Jesus linked the bread and wine to his imminent death, and it was a sign of the new covenant (relationship) established by his death between God and all believers. The Eucharist has many names, such as Lord's Supper, the Breaking of Bread, the Liturgy, Holy Communion, Mass.

BIG Question – 'The Eucharist is the most important part of Christian living.' Discuss.

Non-liturgical worship

Non-liturgical worship is typical of non-conformist churches and tends to be bible-based. It often follows a structure, for example, hymns, prayers, readings and sermons. The service leader has free choice within the structure. They may choose a relevant theme for events in the world or community.

BIG Question – 'It does not matter how worship is done.' Discuss.

Why is worship important for Christians?

- It brings a sense of togetherness as a community
- It makes them feel closer to God
- It is peaceful, allowing for prayer and meditation
- It is an external expression of their faith
- In worship Christians praise God

The importance of the worldwide church

The word 'reconciliation' means 'bringing people together to be friendly again.' Christians believe that Jesus' death was an act of reconciliation. Working for reconciliation is necessary for all Christians, although it is often a painful process. Christians believe they are called to use what influence they have in these areas of life to create a family, a community, a nation and a world in which all feel valued and secure and in which all can flourish.

"For if, while we were God's enemies, we were reconciled to him through the death of his Son, how much more, having been reconciled, shall we be saved through his life."
Romans 5:10

Community of the Cross of Nails

On 14th November 1940, Coventry Cathedral was bombed by the German air force and reduced to ruin. The next day, the Provost of the cathedral chalked on the wall of the ruined chancel the words, 'Father forgive.' After the war, Coventry created links with three German cities and gave a Cross of Nails to Berlin. A new cathedral was built alongside the ruins of the old one, with the ruins remaining as a witness to the need for reconciliation. Coventry Cathedral became a world Centre for Reconciliation and the Community of the Cross of Nails was created. There is now an international network of 170 partners in 35 countries.

Activities

How does the Cross of Nails demonstrate reconciliation?

Explain the role of Jesus in reconciling people to God

BIG Question – 'The world would be a far better place if everyone was prepared to reconcile.' Discuss.

Resources

www.coventrycathedral.org.uk

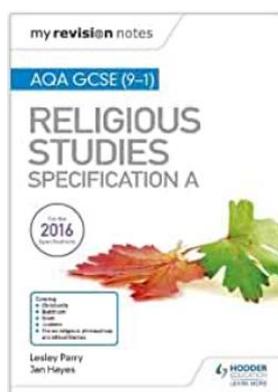
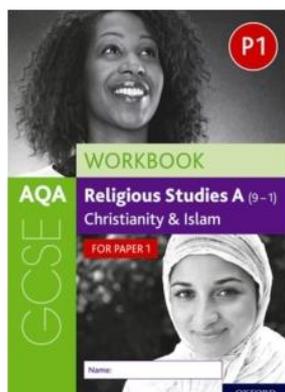
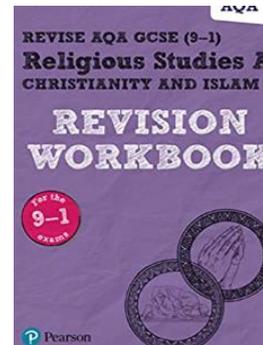
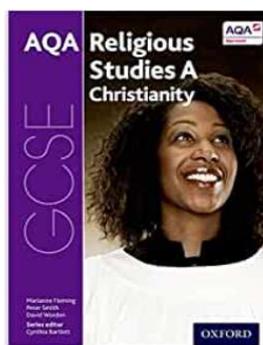
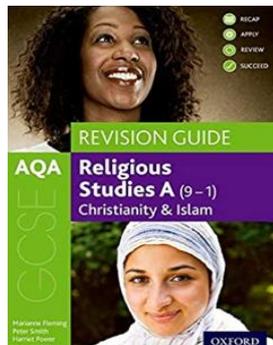
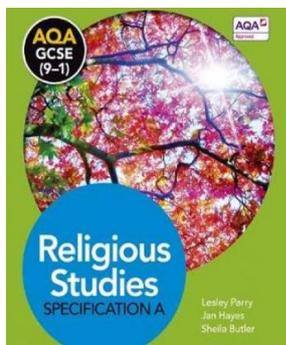
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<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/teaching-resources>

<https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/assessment-resources>

<https://www.bbc.co.uk/bitesize/topics/zbndy9q>

<https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/6>



For all year groups, facilitating 'encounter' with Christianity as a living faith is very important. Visiting the place of worship or inviting in a faith representative into school are excellent ways for pupils to encounter the living faith.



Local Christian Visitors

It is best to make connections with your local churches but if this is not possible, please contact sacre@warwickshire.gov.uk so we can connect you with our Christian representatives.

Local Churches for School Visits:

It is best to take pupils to visit your local churches. Their websites are often very useful for contact information and can also provide an insight into what the church are doing in the local community.



To arrange a visit to Coventry Cathedral, go to:

<https://www.coventrycathedral.org.uk/wpsite/school-visits/>

If you are unable to physically visit, you will find useful clips showing different aspects of the cathedral here: <https://www.coventrycathedral.org.uk/wpsite/pupil-resources/>



For further support on Christianity subject knowledge download our Christianity Subject Knowledge video here:

<https://i.warwickshire.gov.uk/book/export/html/20725> (Section 9)

RE Online offers Christianity subject knowledge here:

<https://www.reonline.org.uk/knowledge/christian-worldview-traditions/>