

OVERVIEW OF RELIGIOUS EDUCATION USING THE CUMBRIA AGREED SYLLABUS 2023

What are the minimum time requirements?

RE is a core area of the curriculum. Core RE may be one lesson a week or it may be used flexibly to enable more sustained or thematic work. All curriculum models must ensure there is continuity, coherence and progression in all school years.

- For KS1 and KS2 RE must be an equivalent of a minimum of one hour per week

The RE curriculum should set out what it means to 'get better' at the subject as pupils move through the journey of the curriculum at primary and secondary level. Pupils build 3 different forms of knowledge in RE, which we will explain in this section. In high-quality RE at primary and secondary level, leaders and teachers think about how these 3 forms of knowledge are interconnected and sequenced within the RE curriculum. It is this RE curriculum that pupils need to know and to remember.

Sequencing substantive knowledge in RE

High-quality curriculums are coherently planned and well sequenced. To achieve this, leaders need to consider what prior content pupils need ahead of future content. At both primary and secondary level, the curriculum needs to prepare pupils for forthcoming topics based on content that has preceded them. This is part of recognising that the curriculum maps out the journey of what it means to 'get better' at the subject. This aspect of curriculum in RE has been underdeveloped, although some recent projects have considered how curriculum content maps out developing expertise.

Foundation Stage

As a preparation for the disciplinary approach, pupils begin to explore religion and worldviews in terms of special people, times, places, books and objects. Pupils explore religious stories which raise interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.

KS1

Christianity One other Abrahamic (**Islam**) or Dharmic global religion Knowledge of aspects of other global religions and non-religious worldviews

KS2

Christianity The same Abrahamic (**Islam**) or Dharmic global religion as in KS1 Another global religion from a different tradition (Abrahamic or Dharmic) (**Sikhism**). Knowledge of aspects of non-religious worldviews and global religions, especially those with a local or topical presence

Progression of Knowledge and End Points Religious Education

Year Group	Christianity	Islam	Sikhism
KS1	<p>CHRISTIANITY PROGRESSION KS1 Theology</p> <ol style="list-style-type: none"> 1. Golden Rule 2. Creation, creator, God 3. Holy Spirit 4. The life and teachings of Jesus 5. The Bible as a sacred text for Christians and its different genres 	<p>ISLAM PROGRESSION</p> <ol style="list-style-type: none"> 1. The life and teachings of the Prophet Muhammad pbuh. 2. The Qur'an as a revealed scripture 	<p>SIKHISM PROGRESSION</p> <ol style="list-style-type: none"> 1. One God and equality. 2. The life and teachings of Guru Nanak. 3. The Guru Granth Sahib as a living Guru 4. The Mool Mantra.
KS2	<ol style="list-style-type: none"> 1. Love, Kindness 2. God (Trinity) 3. Agape 4. Creation and Fall 5. Incarnation 6. Gospel 7. God's People 8. Salvation 9. The life and teachings of Jesus 10. Sources of authority: the Bible, creeds, tradition and different genres and interpretations 11. Key teachings from important Christian thinkers 12. How events in society have influenced Christian beliefs 	<ol style="list-style-type: none"> 3. Tawhid (including the 99 names of the nature of God) 4. Creation 5. Prophethood Muhammed pbuh 6. Revelation, Khalifah and Akirah. 7. The life and teachings of the Prophet. 8. The Qur'an and Hadith as sources of authority 9. different genres and the value of recitation. 10. Key teachings from important Muslim teachers. 11. The impact of the spread of Islam 12. the Six Articles of Sunni belief 13. How experiences have impacted on belief 	<ol style="list-style-type: none"> 5. Ik Onkar, equality, hukam and Samsara. 6. The life and teachings of the 10 Gurus. 7. The Guru Granth Sahib, including compilation and diversity of contents. 8. Stories from the life of Gur Nanak (janamaskhis) 9. Impact of martyrdom on Sikh teachings.

Planning Overview

EYFS					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What makes people special? R	What is Christmas? R	How do people celebrate? R	What is Easter? R	What can we learn from stories? R	What makes places special? R

KS1 Year A					
Autumn 1 Islam	Autumn 2 Christianity	Spring 1 Christianity	Spring 2 Christianity	Summer 1 Christianity	Summer 2 Islam
How special is Muhammad to Muslims?	Why do Christians believe God gave Jesus to the world? Y2	Is it possible to be kind to everyone all the time? Y2	How important is it to Christians that Jesus came back to life after his crucifixion? Y2	Was it always easy for Jesus to show friendship? Y1	Does praying at regular intervals help a Muslim in his/ her everyday life? Y2
KS1 Year B					
Autumn 1 Islam/ Christianity	Autumn 2 Christianity	Spring 1 Christianity	Spring 2 Christianity	Summer 1 Islam	Summer 2 Islam
How do festivals bring people together? Ramadan Eid Harvest	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Y1	Does God want Christians to look after the world? Y1	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Y1	How special is Allah to Muslims?	Does going to a Mosque give Muslims a sense of belonging? Y2

LKS2 Year A					
Autumn 1 Sikhism	Autumn 2 Christianity	Spring 1 Islam	Spring 2 Christianity	Summer 1 Sikhism	Summer 2 Christianity
Does joining the Khalsa make a person a better Sikh? Y3	What is the most significant part of the nativity story for Christians today? Y4	How does the Qur'an influence Muslims today? Y3/4	What is 'good' about Good Friday? Y3	Do Sikhs think it is important to share? Y3	Do people need to go to church to show they are Christians?
LKS2 Year B					
Autumn 1 Islam	Autumn 2 Christianity	Spring 1 Christianity	Spring 2 Christianity	Summer 1 Islam	Summer 2 Sikhism
Does going to a mosque give Muslims a sense of belonging?	Has Christmas lost its true meaning? Y3	Could Jesus heal people? Where these miracles or was there some other explanation? Y3	How important is it for Christians that Jesus came back to life?	Does completing the Hajj make a Muslim a better person?	What is 'hukam' and why is it important to Sikhs?

UKS2 Year A					
Autumn 1 Humanism	Autumn 2 Christianity	Spring 1 Islam	Spring 2 Christianity	Summer 1 Christianity	Summer 2 Sikhism
How can Humanists lead good lives? Y6	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Y6	What is the best way for a Muslim to show commitment to God? Y6	Is Christianity still a strong religion 2000 years after Jesus was on Earth? Y5	Is anything ever eternal? Y6	What is the best way for a Sikh to show commitment to God? Y5
UKS2 Year B					
Autumn 1 Sikhism	Autumn 2 Christianity (<i>Islam</i>)	Spring 1 Christianity	Spring 2 Christianity	Summer 1 Sikhism	Summer 2 Islam
How far would a Sikh go for his or her religion? Y5	Are Angels real?	Is forgiveness always possible? Y5	How significant is it for Christians to believe God intended Jesus to die? Y5	Are Sikh stories important today? Y5	Does belief in the Akhirah help Muslims lead a good life? Y6

End of Phase Outcomes for Christianity

Christianity		
KS1 Theology	KS1 Philosophy	KS1 Human Sciences
<p>Concepts: Golden Rule, creation, creator, God, Holy Spirit, incarnation and salvation The life and teachings of Jesus. The Bible as a sacred text for Christians and its different genres.</p>	<p>Concepts: belonging, special, forgiveness, kindness, love, family, values Make links between belief and behaviour e.g. making decisions based on the teaching of the Bible</p>	<p>Concepts and vocabulary: Christian, church, altar, font, Bible, gospel, baptism, Christening, Christmas, Easter, Jesus, worship The local church(es), symbolism and artefacts as expressions of Christianity. The importance of rites of passage, worship gathering and celebrations.</p>
KS2 Theology	KS2 Philosophy	KS2 Human Sciences
<p>Concepts: Love, Kindness, God (Trinity), agape, discipline, creation, Fall, Incarnation, Gospel, God’s People, Salvation. The life and teachings of Jesus. Sources of authority: the Bible, creeds, tradition and different genres and interpretations. Key teachings from important Christian thinkers. How events in society have influenced Christian beliefs</p>	<p>Concepts: knowledge, meaning, existence, ethics, morality, community, culture The work of one key Christian philosopher. Ethical theory, including the importance of love and forgiveness within Christian tradition. Christian perspective on moral issues.</p>	<p>Concepts and vocabulary: The church, worship, festivals, repentance, forgiveness, liturgy The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work and social justice actions..</p>

Christianity Planning

Christianity KS1 Year A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
	Why do Christians believe God gave Jesus to the world? Y2	Is it possible to be kind to everyone all the time? Y2	How important is it to Christians that Jesus came back to life after his crucifixion? Y2		

Christianity KS1 Year B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
How do festivals bring people together? Harvest	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Y1	Does God want Christians to look after the world? Y1	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Y1		

KS1			
Christianity Themes	Theology	Philosophy	Human Sciences
Why do Christians believe God gave Jesus to the world? Y2	Holy Spirit, incarnation	special	
Is it possible to be kind to everyone all of the time? Y2	Golden Rule The life and teachings of Jesus	kindness, love, family, values. Make links between belief and behaviour e.g. making decisions based on the teaching of the Bible	
What makes a building special? Sacred buildings -Church		belonging, special, Make links between belief and behaviour e.g. making decisions based on the teaching of the Bible	Christian, church, altar, font, Bible, gospel, baptism, Christening, Christmas, Easter, Jesus, worship The local church(es), symbolism and artefacts as expressions of Christianity.
How important is it for Christians that Jesus came back to life? Y2	The Bible as a sacred text for Christians and its different genres, salvation	forgiveness	
How do festivals bring people together? Harvest	creator, God	Belonging, values	worship gathering and celebrations. Christian, church, altar, font, Bible, gospel, baptism, Christening, Christmas, Easter, Jesus, worship The local church symbolism and artefacts as expressions of Christianity
What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Y1	The Bible as a sacred text for Christians	special	worship gathering and celebrations. Christmas Jesus, worship
Does God want Christians to look after the world? Y1 (Baptism)	creation, creator, God baptism, Christening Christian, church, altar, font, Bible	making decisions based on the teaching of the Bible belonging, family, values	The importance of rites of passage,
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Y1	The life and teachings of Jesus	forgiveness, kindness, love	The local church(es), symbolism and artefacts as expressions of Christianity Easter, Jesus, worship

Christianity LKS2 Year B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What is the most significant part of the nativity story for Christians today? Y4		What is 'good' about Good Friday? Y3		Do people need to go to church to show they are Christians?
Christianity LKS2 Year B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Has Christmas lost its true meaning? Y3	Could Jesus heal people? Where these miracles or was there some other explanation? Y3	How important is it for Christians that Jesus came back to life?		

LKS2			
Theme	Theology	Philosophy	Human Sciences
What is the most significant part of the nativity story for Christians today? Y4	Incarnation Salvation Gospel	community, culture	liturgy
What is 'good' about Good Friday? Y3	Salvation. The life and teachings of Jesus.	Ethical theory, including the importance of love and forgiveness within Christian tradition.	repentance, forgiveness, liturgy, the impact of Christian teachings on daily life
Do people need to go to church to show they are Christians?	creeds, tradition	The church, worship	The impact of Christian teachings on daily life
Has Christmas lost its true meaning? Y3	KS1 incarnation KS2 tradition and different genres and interpretations The church, worship, festivals	KS1 belonging, special, family, KS2	KS1 Christmas Christian, church, altar KS2
Could Jesus heal people? Where these miracles or was there some other explanation?	KS1 Golden Rule ("In everything, do to others what you would have them do to you KS2 The life and teachings of Jesus	KS1 forgiveness, kindness, love, values KS2 ethics, morality	KS1 Bible gospel Jesus, worship KS2
How important is it for Christians that Jesus came back to life?	KS1 Holy Spirit salvation KS2 God (Trinity) The church, worship, festivals	KS1 Make links between belief and behaviour e.g. making decisions based on the teaching of the Bible KS2 the importance of love and forgiveness within Christian tradition	KS1 Easter The local church(es), symbolism Jesus, worship and artefacts as expressions of Christianity KS2 repentance, forgiveness

Christianity UKS2 Year A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Y6		Is Christianity still a strong religion 200 years after Jesus was on Earth? Y5	Is anything ever eternal? Y6	
Christianity UKS2 Year B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Are Angels real?	Is forgiveness always possible? Y5	How significant is it for Christians to believe God intended Jesus to die? Y5		

UKS2			
Theme	Theology	Philosophy	Human Sciences
Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Y6	the Bible, creeds, tradition and different genres and interpretations.	knowledge, meaning, existence	The local church, symbolism and artefacts as expressions of Christianity, worship gathering and celebrations.
Is Christianity still a strong religion 2000 years after Jesus was on Earth? Y5	Key teachings from important Christian thinkers. How events in society have influenced Christian beliefs	Ethical theory, including the importance of love and forgiveness within Christian tradition. Christian perspective on moral issues	Christian faith and the role of the Christian community in charity work and social justice actions
Is anything ever eternal?	Agape, the Bible How events in society have influenced Christian beliefs discipline	knowledge, meaning, existence	
Are Angels real?	God's People Sources of authority: the Bible, creeds	knowledge, meaning, existence	
Is forgiveness always possible for Christians?	Love, Kindness How events in society have influenced Christian beliefs	the importance of love and forgiveness within Christian tradition Christian perspective on moral issues.	The church, worship, festivals, repentance, forgiveness The impact of Christian teachings on daily life, cultural expressions of the Christian faith and the role of the Christian community in charity work and social justice actions
How significant is it for Christians to believe God intended Jesus to die? Y5	Salvation	knowledge, meaning, existence,	repentance, forgiveness The impact of Christian teachings on daily life,

End of Phase Outcomes for Islam

Islam		
KS1 Theology	KS1 Philosophy	KS1 Human Sciences
<p>Concepts: Oneness of God. The life and teachings of the Prophet Muhammad pbuh. The Qur'an as a revealed scripture.</p>	<p>Concepts: belonging, special, forgiveness, fairness Make links between belief and behaviour e.g. making decisions based on the teachings of the Qur'an</p>	<p>Concepts and vocabulary: Muslim, Islam, Allah, Prophet, Eid, Qur'an, moon and star The masjid (mosque), the Five Pillars of Islam, symbolism and artefacts. The role of festivals, ceremonies and Madrassah in the Muslim tradition.</p>
KS2 Theology	KS2 Philosophy	KS2 Human Sciences
<p>Concepts: Tawhid (including the 99 names of the nature of God), Creation, Prophethood, Revelation, Khalifah and Akirah. The life and teachings of the Prophet. Muhammed pbuh and the Six Articles of Sunni Belief. The Qur'an and Hadith as sources of authority, different genres and the value of recitation. Key teachings from important Muslim teachers. The impact of the spread of Islam. How experiences have impacted on belief</p>	<p>Concepts: knowledge, meaning and existence, ethics, morality, community, equality, authority Introducing ethical theory. Muslim perspectives on moral issues, including the idea of 'intention'</p>	<p>Concepts and vocabulary: masjid, Five Pillars of Islam (Shahadah, Salah or Salat, Zakat (and Shia teaching of Khums), Sawm and Hajj). Different Muslim traditions e.g. Sunni, Shia, Sufi. Diversity of expression, customs and practices within Islam and their impact on daily life. The importance of Ramadan, the two Eid festivals and Jummah prayers. Global diversity associated with the study of Islam.</p>

Islam Planning

Islam KS1 Year A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How special is Muhammad to Muslims?					Does praying at regular intervals help a Muslim in his/ her everyday life? Y2
Islam KS1 Year B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How do festivals bring people together? Ramadan Eid				How special is Allah to Muslims?	Does going to a Mosque give Muslims a sense of belonging? Y2

KS1			
Islam Themes	Theology	Philosophy	Human Sciences
How special is Muhammad to Muslims?	Oneness of God. The life and teachings of the Prophet Muhammad pbuh. The Qur'an as a revealed scripture.	Make links between belief and behaviour, belonging, special, holy community	Muslim, Islam, Allah, Prophet, Qur'an, moon and star mosque worship
Does praying at regular intervals help a Muslim in his/ her everyday life? Y2	The Qur'an as a revealed scripture.	Make links between belief and behaviour	The masjid (mosque),
How do festivals bring people together? Ramadan Eid	The life and teachings of the Prophet Muhammad,	belonging, special making decisions based on the teachings of the Qur'an	Muslim, Islam, Allah, Prophet, Eid, Qur'an, moon and star, mosque, The role of festivals, ceremonies in the Muslim tradition.
How special is Allah to Muslims?	Oneness of God Names of Allah, The Qur'an as a revealed scripture creation	Fairness Make links between belief and behaviour	Madrassah in the Muslim tradition.
Does going to a Mosque give Muslims a sense of belonging?	belonging, special	Make links between belief and behaviour e.g. making decisions based on the teachings of the Qur'an	moon and star The masjid (mosque)

Islam LKS2 Year A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How does the Qur'an influence Muslims today? Y3/4			
Islam LKS2 Year B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Does going to a mosque give Muslims a sense of belonging?				Does completing the Hajj make a Muslim a better person?	

LKS2			
Islam Themes	Theology	Philosophy	Human Sciences
How does the Qur'an influence Muslims today? Y3/4	Prophethood, Revelation, Muhammed pbuh The Qur'an The life and teachings of the Prophet. Six Articles of Sunni Belief. Make links between belief and behaviour e.g. making decisions based on the teachings of the Qur'an. The Qur'an and Hadith as sources of authority, different genres and the value of recitation	knowledge, meaning and existence, ethics, morality, community. ethics, morality, community	Five Pillars of Islam (Shahadah, Salah or Salat, Zakat (and Shia teaching of Khums), Sawm and Hajj). The importance of Ramadan the two Eid festivals Jummah prayers.
Does going to a mosque give Muslims a sense of belonging?	belonging, special	Make links between belief and behaviour e.g. making decisions based on the teachings of the Qur'an	moon and star The masjid (mosque)
Does completing the Hajj make a Muslim a better person?		knowledge, meaning and existence	Five Pillars of Islam, customs and practices within Islam and their impact on daily life.

Islam UKS2 Year A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		What is the best way for a Muslim to show commitment to God? Y6			
Islam UKS2 Year B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Are angels real?				Does belief in the Akhirah help Muslims lead a good life?

UKS2			
Islam Themes	Theology	Philosophy	Human Sciences
What difference might being a Muslim make to daily life?	Key teachings from important Muslim teachers. The impact of the spread of Islam.	ethics, morality, community, equality, authority Introducing ethical theory. Muslim perspectives on moral issues, including the idea of 'intention'	Global diversity associated with the study of Islam.
Are angels real?	the Six Articles of Sunni Belief (angels)	knowledge, meaning and existence	
Does belief in the Akhirah help Muslims lead a good life?	Khalifah and Akirah. Key teachings from important Muslim teachers. The impact of the spread of Islam.	Muslim perspectives on moral issues, including the idea of 'intention'	Different Muslim traditions e.g. Sunni, Shia, Sufi. Diversity of expression, customs and practices within Islam and their impact on daily life.

The Islam UKS2 p16/17 shows the same unit repeated (what is the best way for a Muslim to show a commitment to God?). However, you have put a Sikhism topic on the main overview grid on p4 for Year B Summer 1 (which I would like to keep if possible).

End of Phase Outcomes for Sikhism

Sikhism		
KS1 Theology	KS1 Philosophy	KS1 Human Sciences
<p>Concepts: One God and equality. The life and teachings of Guru Nanak. The Guru Granth Sahib as a living Guru The Mool Mantra</p>	<p>Concepts: belonging, special equality, fairness Ways of reasoning. Making links between belief and behaviour e.g. believing your actions are important and you should lead a good life</p>	<p>Concepts and vocabulary: gurdwara, langar and 5Ks, Vaisakhi, guru The role of festivals and ceremonies such as Baisakhi and Amrit</p>
KS2 Theology	KS2 Philosophy	KS2 Human Sciences
<p>Concepts: Ik Onkar, equality, hukam and Samsara. The life and teachings of the 10 Gurus. The Guru Granth Sahib, including compilation and diversity of contents. Stories from the life of Gur Nanak (janamaskhis) Impact of martyrdom on Sikh teachings.</p>	<p>Concepts: knowledge, meaning, existence, ethics, morality, martyrdom, equality, peace Sikh perspectives on moral issues, including impact of 'hukam' and emphasis on equality.</p>	<p>Concepts and vocabulary: the 5Ks, the Khalsa, Kaur and Singh, Guru Govind Singh, Panj Piara, Waheguru, Harimandir, Sahib, Kesh Khanda, Sangat, Karah Prasad. The diversity of practice including the Gurdwara, festivals and ceremonies such as Amrit. Symbolism including varying practice of wearing the 5Ks. Importance of values in the Sikh tradition. Global importance of the Amrtisar and the Golden Temple.</p>

Sikhism Planning

Sikhism LKS2 Year A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
Does joining the Khalsa make a person a better Sikh? Y3				Do Sikhs think it is important to share? Y3	
Sikhism LKS2 Year B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
					What is 'hukam' and why is it important to Sikhs?

LKS2 2023-24			
Sikhism Themes	Theology	Philosophy	Human Sciences
Does joining the Khalsa make a person a better Sikh? Y3	The life and teachings of Guru Gobind Singh	Martyrdom	the 5Ks, the Khalsa, Kaur and Singh, Guru Govind Singh, Harimandir Sahib, Kesh Khanda, Sangat, Karah Prasad. and Amrit, Vaisakhi, Symbolism including varying practice of wearing the 5Ks. Importance of values in the Sikh tradition.
Do Sikhs think it's important to share? Y3	The life and teachings of the 10 Gurus. The Guru Granth Sahib, including compilation and diversity of contents.	equality, peace Sikh perspectives on moral issues, including impact of 'hukam' and emphasis on equality.	gurdwara, langar and guru The role of festivals and ceremonies such as Baisakhi and Amrit
What is 'Hukam' ad why is it important to Sikhs?	Ik Onkar, equality, hukam and Samsara. The Guru Granth	Making links between belief and behaviour e.g. believing	Importance of values in the Sikh tradition.

	Sahib, including compilation and diversity of contents.	your actions are important and you should lead a good life	

Sikhism UKS2 Year A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					What is the best way for a Sikh to show commitment to God? Y5
Sikhism UKS2 Year B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How far would a Sikh go for his or her religion?				Are Sikh stories important today?	

UKS2			
Sikhism Themes	Theology	Philosophy	Human Sciences
What is the best way for a Sikh to show commitment to God? Y5	Ik Onkar (one God) hukam The Mool Mantra	Sikh perspectives on moral issues, including impact of 'hukam' and emphasis on equality	Waheguru,
How far would a Sikh go for his or her religion?	Impact of martyrdom on Sikh teachings	martyrdom	Symbolism including varying practice of wearing the 5Ks. Importance of values in the Sikh tradition
Are Sikh stories important today?	The life and teachings of the 10 Gurus Stories from the life of Guru Nanak	knowledge, meaning, existence, ethics, morality, martyrdom, equality, peace	Importance of values in the Sikh tradition