



St John of Jerusalem  
Church of England Primary School

# RELIGIOUS EDUCATION POLICY

September 2021 – September 2023

**School Vision**

Our Christian faith underpins the life of the school, and through God's enduring love, we create a nurturing and caring environment where our pupils develop in body, mind and spirit. Through love, patience and kindness, our children are encouraged to learn and grow together to realise their full potential.

**"I can do all things through Him who strengthens me."**

Philippians 4:13

**Through our School Values, we foster:**

**The Love of learning,**

**Love for one another and**

**Love for God,**

## **Introduction**

St John of Jerusalem C of E School is a Church of England Voluntary-Aided primary school that offers a distinctly Christian approach to Education underpinned by our explicitly Christian vision school and values. They underpin, shape the school's life and guide all of our actions. Our caring and inclusive, distinctly Christian ethos encourages our pupils to develop a love of learning, love for one another and love of God. We nurture our pupils to develop enquiring minds, respect others, and build strong friendships.

Our school vision and values form an intrinsic part of our Collective Worship and Religious Education curriculum.

Religious Education in St John of Jerusalem C of E School has a unique position in the curriculum. It is a means for helping children explore the spiritual dimensions of life and to lay the foundations for understanding the Christian Faith and other World faiths. It is an integral part of school life and is developed throughout the curriculum, our collective worship, and reflects our school Ethos and Christian values. Religious Education embraces the Church of England's vision of 'educating for life in all its fullness (John 10:10) by developing the children's skills and knowledge about Christianity and all world faiths through spiritual development and moral wellbeing.

We maintain strong links with St John of Jerusalem Parish Church and the local community. We welcome the contribution that our clergy team, who lead collective worship weekly, make to Religious Education in our School.

**We welcome children and staff of all faiths and none at our School, and we aim to promote understanding and tolerance between those of different faith traditions.**

## **Legal framework**

It is a legal requirement that Religious Education is taught to all pupils. In Voluntary Aided Schools, the Governing Body is responsible for the syllabus for RE. The Headteacher and staff work with and under the direction of the Governors. It is the Governors' responsibility to ensure that RE is provided for all pupils in accordance with the Trust Deeds. Where these are missing, the Religious Education provided should be in harmony with the Church of England's teachings and practices.

The law contains a "conscience clause", which gives parents the right to withdraw their children from Religious Education. This applies to both community and voluntary aided schools. As a school, we ensure the statement of entitlement for RE is fully met.

In Voluntary Aided Schools, the time allocated to RE and the content is determined by the Governors. In law, RE is a fundamental entitlement of all pupils and should therefore be given its place as part of the basic curriculum.

**Taken from the Religious Education in Church of England Schools - A Statement of Entitlement, the aims and objectives of Religious Education in Church schools, are:**

- To enable pupils to know about and understand Christianity as a diverse global living faith by exploring core beliefs using an approach that critically engages with the biblical text.
- Understand that Christianity is the religion that has most shaped British culture and heritage.
- To enable pupils to understand a range of religions and worldviews, appreciating diversity, continuity, and change within the religions and worldviews studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking, enriching their own beliefs and values.

**Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and as a minimum, pupils are able to:**

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their spiritual, philosophical and ethical convictions.

### **Effective teaching and learning about Religions and World Views**

Church schools have a duty to provide accurate knowledge and understanding of religions and world views

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to developing pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

**St John of Jerusalem C of E School follows the LDBS syllabus and follows a challenging, robust RE curriculum based on an accurate theological framework. The Religious Education Curriculum provides pupils opportunities to deepen their understanding of the religion and world views as lived by believers.**

The LDBS syllabus includes:

- A curriculum that draws on the richness and diversity of religious experience worldwide.
- RE that makes a positive contribution to SMSC development
- Teaching that instils respect for different views and interpretations
- The opportunity for pupils to deepen their understanding of the religion and world views as

lived by believers

- Has Christianity as the majority study/focus in RE
- Provide a high-quality religious education curriculum, and this is 2/3rds Christianity, which is rich and varied, enriching our children's beliefs and values.
- Promote pupils' spiritual, moral, cultural and intellectual development in our School and prepare them for adult life experiences and responsibilities.
- Develop our children's understanding of our School's ethos and Christian values through enquiry into Bible stories and other world faiths.
- Provide teaching and learning, which all can access and through which all their RE skills can be developed.
- Ensure that attainment and progress are on a par with English and have a high school profile.
- Develop a curiosity about spirituality and God through enquiry, questioning, discussion, creation and reflection.
- To develop an understanding and knowledge of the Bible, Christian beliefs and World faith beliefs in a way that relates directly to their lives and the world around them.
- To develop the children's knowledge of the Parish Church and other World faith places of worship both as a building and a community of people who share the same faith.
- An assessment process that has rigour and demonstrates progression based on knowledge and understanding of core religious concepts

We share these aims and believe that Religious Education in St John of Jerusalem Church of England School is rooted in a Christian ethos of reverence, nurture and mutual care.

### **St John of Jerusalem School embraces the intent of the LDBS syllabus:**

- To enable all children to become religiously literate.
- To ensure RE enables all children to live life in all its fullness – the vision for Education (Church of England)
- To offer a systematic enquiry-based approach to the teaching of RE so that the following skills in children can be developed:
- Provides opportunities for pupils to develop the ability to be critical thinkers
- Provides opportunities for pupils to learn the necessary skills to engage critically with texts
- Give pupils the ability to ask deep and meaningful questions
- To have the ability to make connections within and across religions and worldviews
- To have the ability to reflect, respond and express their own religious, spiritual and/or philosophical convictions
- To have the ability to make their own choices and decisions concerning religion and belief based on deep knowledge and understanding of religions and worldviews, belief systems, values and practices.

### **To offer units of learning that:**

- Are rooted in theological concepts, strong subject knowledge and content.
- Offer a balanced curriculum that enquires into religions and worldviews through theology, philosophy and the human and social sciences.

- Offer sequential learning both in terms of knowledge and skills across the primary age range.
- Offer motivating, engaging and creative lessons for all children.
- Provide opportunities for children to develop empathy towards people of similar or differing religious or worldviews to their own.

**To ensure the teaching of RE supports and enhances:**

- The Christian vision of the School
- Contributes significantly to the spiritual, moral, social and cultural development of children
- Takes note of the Religious Education Church of England Schools – Statement of Entitlement
- The Church of England's vision for Education – every person deserves to live a 'life in all its fullness.'

**The syllabus has taken note of the 2013 national curriculum framework for RE, taking into consideration the following:**

**Three strands for RE learning:**

- A:** know about and understand a range of religions and world views.
- B:** express ideas and insights about the nature, significance and impact of religions and worldviews.
- C:** gain and deploy the skills needed to engage seriously with religions and world views.

**Six key areas of enquiry:**

- beliefs, teachings, sources of wisdom and authority
- ways of living
- ways of expressing meaning
- questions of identity, diversity and belonging
- questions of meaning, purpose and truth
- questions of values and commitments

**How the units of learning have been planned:**

Units of learning consist of either one of the following:

- Six weeks' worth of lessons (the majority of units)
- Four weeks' worth of lessons (Christmas and Easter units)
- Two weeks' worth of lessons (exploring a key Christian concept)

**Implementation of the LDBS syllabus**

**Within every unit of learning, the following steps take place as part of the learning process:**

**Enquire:** Engage with a big and subsidiary question that focuses on theology. What are the big theological questions you are exploring?

**Investigate/explore:** What is the religious content and context being explored? How deep can we go? This 'explore' stage of the enquiry is where children will be primarily learning about religion and belief. For this to be effective, some strategies can be used to 'deepen' learning:

- Interpreting and analysing sacred texts
- Using challenging and controversial questions
- Extended pieces of writing
- A discussion that continually asks, 'Have we gone deep enough yet?'
- Children engage with authentic religious believers (face to face, via webcams, podcasts, video, skype etc.)
- Grapple with complex theological concepts, questions and issues

**Evaluate/communicate:** What is our understanding of the concept? What impact does the idea have on the lives of believers? What difference does this belief/practice make? This part of the enquiry aims to encourage dialogue about learning. Children should use skills of analysis and evaluation. The focus should be on the impact of the belief or practice on the religious or belief community being studied.

**Reflect on/express:**

What is our understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered? What is our personal response? It should always be based on knowledge and understanding, not values or SMSC development.

**Impact of the LDBS syllabus:**

- Children will be able to hold a balanced and well-informed conversation about religion and worldviews. (Religious literacy)
- Children will make good or better academic progress from their starting points.
- Children will be able to reflect, respond and express their own religious, spiritual and/or philosophical convictions.
- Children will be able to make their own choices and decisions concerning religion and belief based on deep knowledge. Children will have developed a deeper understanding of what it means to live life in all its fullness.

**How the units of learning have been organised:**

**Christianity:**

To ensure that 2/3 of the RE curriculum is based on Christianity's teaching, the following number of units have been written.

**EYFS:**

6 six-week units of learning (including units for Christmas and Easter)

**K.S 1:**

2 Christmas units of learning

2 Easter units of learning

4 six-week units of learning

4 two-week units of learning

**K.S 2:**

4 Christmas units of learning

4 Easter units of learning

6 six-week units of learning

8 two-week units of learning

Each unit addresses an aspect of Christian theology, addressing a theological concept at an age-appropriate level. The theological concepts have been mapped out, using the same theological concepts as identified in the Understanding Christianity Project to offer schools consistency in the theological language used if they choose to use both resources.

**Judaism:****K.S 1:**

Understanding of religions and worldviews, belief systems, values and practices

2 six-week units of learning

**K.S 2:**

1 six-week unit of learning

**Islam/Hinduism/Sikhism/Buddhism:**

2 six-week units have been written for each world faith. Within the units, the following topics are explored:

The main teachings and beliefs of the Faith

Beliefs and practices and the impact they have on the life of the believer

How key festivals within the Faith are celebrated within the Faith community.

It is up to the School to map out in which year group each faith is taught (**see the school RE year plan**).

**K.S 1:** Christianity, Judaism and one other faith to be taught.

**K.S 2:** Christianity, Judaism and all other faiths not addressed in K.S 1 to be taught.

**Thematic units:**

Three thematic units have been written to be used in upper key stage 2. Teachers are encouraged to teach these units to allow room for children to apply their knowledge and understanding of all the religions and worldviews to key concepts and make connections within and across the Faiths.

**Unit of learning titles:**

The journey of life and death

Understanding faith in....( An opportunity for each school to design its own unique RE unit of work for Upper KS2)

Bridging unit A /B to be taught in year 6: Rules and Responsibilities- Who decides?



## London Diocesan Syllabus Curriculum Overview For Religious Education.

Faith	Suggested Key Stage / Year Group(s)	Name of Unit	Description of Unit	Number of Sessions
Christianity	Reception	<u>Who Made The Wonderful World and Why?</u> (Creation)	<b>Key concepts/ideas explored in this unit:</b> <b>Creation</b> <b>Giving thanks</b> <b>Vulnerability</b> The story of Creation. Celebration of Harvest. What it means to be precious to God.	6 sessions.
Christianity	Reception	Who Cares For This Special World? (Creation)	<b>Key concepts/ideas explored in this unit:</b> <b>Creation</b> <b>Stewardship</b> How to look after something that you are borrowing from God. How to care for the environment. How to care for my neighbour.	6 sessions.
Christianity	Reception	Why Is Christmas Special For Christians? (Incarnation)	<b>Key concepts/ideas explored in this unit:</b> <b>Incarnation</b> The meaning of the birth of Christ. The emotions of the characters in the story. The meaning of Christmas for Christians.	6 sessions.
Christianity	Reception	Why Do Christians Believe Jesus Is Special? (Incarnation)	<b>Key concepts/ideas explored in this unit:</b> <b>Incarnation</b> What it means to love. The identity of Jesus. The Lost Sheep. Story of the feeding of the 5000. Jesus being lost in the temple. The paralysed man.	6 sessions.
Christianity	Reception	How Did Jesus Rescue People? (Salvation)	<b>Key concepts/ideas explored in this unit:</b> <b>Salvation</b> Jesus as the man who saves and rescues. A retelling of 6 Biblical stories: Jesus calms the storm, Zacchaeus, The centurion's servant, 10 Lepers, healing of the blind beggar, the catching of the fish.	6 sessions.

Christianity	Reception	What Is So Special About Easter? (Salvation)	<b>Key concepts/ideas explored in this unit:</b> <b>Salvation</b> The events of Holy Week, as celebrated by Christians. The meaning of the cross and resurrection. Beginning to recognise the importance of bread and wine for Christians.	6 sessions.
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## RE Curriculum map - example

	<b>Aut 1</b>	<b>Aut 2a</b>	<b>Aut 2b</b>	<b>Spring 1</b>	<b>Spring 2a</b>	<b>Spring 2b</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Christianity</b>	<b>Christianity</b>	<b>Christianity</b>	<b>World faith</b>	<b>Christianity</b>	<b>Christianity</b>	<b>World faith</b>	<b>Christianity</b>
Reception	Who made the wonderful world and why?	Why is Christmas special for Christians?		Why do Christians believe Jesus is special?	What is so special about Easter?		Who cares for this special world?	How did Jesus rescue people?
1	What responsibility has God given people about taking care of Creation?  (6 sessions)	Why are saints important to Christians?  (2 sessions)	Nativity Characters: Which character are you? Why are you important?  (4 sessions)	Islam  What does it mean to be a Muslim?  (6 sessions)	What are God's rules for living – The 10 commandments  (2 sessions)	Why is Easter the most important festival for Christians?  (4 sessions)	Judaism  What is it like to live as a Jew?  (6 sessions)	Why is it good to listen to and remember the stories Jesus told? The parables of Jesus  (6 sessions)
2	Why did Jesus teach the Lord's prayer as the way to pray?  (6 sessions)	Who is the Saint of Our School? / What's the Story of Our School Name?  (2 sessions)	Where is the light of Christmas?  (4 sessions)	Islam  What is the best way for a Muslim to show commitment to God?  (6 sessions)	What is the story of Noah really all about?  (2 sessions)	How do Easter symbols help us to understand the meaning of Easter for Christians?  (4 sessions)	Judaism  Why are they having a party?  (6 sessions)	Why do Christians make and keep promises before God?  (6 sessions)
3	What is the Bible's 'big story', and what does it reveal about having faith in God?  (6 sessions)	Why is Remembrance important?  (2 sessions)	How did advent and Epiphany show us what Christmas is really like?  (4 sessions)	Judaism  What does it mean to be a Jew?  (6 sessions)	How do Christians believe following Jesus' new commandments and his 2 greatest commandments make a difference?  (2 sessions)	Who is the most important person in the Easter story?  (4 sessions)	Buddhism  What does it mean to be Buddhist?  (6 sessions)	Who is Jesus (I am .....statements)  (6 sessions)

4	How did belief in God affect the actions of people from the Old Testament  (6 sessions)	What are the beatitudes, and what do they mean to Christians?  (2 sessions)	What do Christians mean by peace at Christmas?  (4 sessions)	Hinduism  What is the importance of symbolism, beliefs and teaching in Hinduism?  (6 sessions)	Do fame and Christian faith go together?  (2 sessions)	How does Holy Communion build a Christian community?  (4 sessions)	Hinduism  What does it mean to be a Hindu?  (6 sessions)	Liturgy  Why is liturgy important to many Christians?  (6 sessions)
5	What do the miracles of Jesus teach?  (6 sessions)	What can we learn from wisdom?  (2 sessions)	How do art and music convey Christmas?  (4 sessions)	Sikhism  What do Sikhs believe?  (6 sessions)	The contemporary Anglican Church  (2 sessions)	What happens in church at Easter?  (4 sessions)	Sikhism  What does it mean to be a Sikh?  (6 sessions)	Understanding faith in....  (6 sessions)
6	The journey of life and death  (6 sessions)	Should every Christian go on a pilgrimage?  (2 sessions)	How would Christians advertise Christmas to show what Christmas means today?  (4 sessions)	Christianity  How has the Christian message survived for over 2000 years?  (6 sessions)	What do the monastic traditions within Christianity show us about living in community?  (2 sessions)	Easter Hope  (4 sessions)	Buddhism  What does it mean to be a Buddhist?  (6 sessions)	Who decides Version a or b?  (6 sessions)



## Appendix 1

### Recommended non-negotiables for RE for class teachers

The core purpose of RE is to enable pupils to develop their religious literacy.

To enable this to happen, effective teaching must include the following:

- RE must be taught in accordance with the RE syllabus agreed by the School Governing Board.
- The correct time allocation must be given to the teaching of RE in accordance with the Church of England Statement of Entitlement.
- RE must be taught as an academic subject.
- Children must make good or better progress in RE.
- Teachers' subject knowledge must be secure.
- RE lessons must be planned in a sequential way, taking note of prior learning and knowledge the children bring to the classroom.
- The RE curriculum must be balanced, giving children exposure to the study of theology, philosophy and human/social science. (Believing, thinking, living.)
- RE lessons must be planned in accordance with the School's planning expectations for all other subjects
- Teachers must be aware of what knowledge the children are expected to know by the end of a unit of learning.
- Teachers must be aware of the end of unit expectations at the beginning of the planning stage so that accurate assessments can be made.
- On-going assessment must take place.
- RE must be taught through an enquiry-based approach.
- The big question must be shared with the children at the beginning of the unit and referred to in each lesson.
- Each lesson must be driven by a question which links to the big question being explored,
- Core concepts in Christianity must be shared with the children and referred to throughout the unit of learning, enabling children to gain greater insight into what these concepts mean.
- Religious vocabulary must be shared, explained, taught and developed throughout a unit of learning.
- Opportunities for children to engage in Biblical text analysis must be made available.
- A range of high-quality questions must be asked by the teachers across the unit of learning and within a lesson.
- A wide range of activities must be included in the unit of learning, giving children the opportunity to express themselves in a variety of ways and show what they know and understand.
- Opportunities for effective talk, discussion, debate and critical thinking must be made available as this is often when you will hear children share their profound thoughts and demonstrate what they know and the skills they are able to apply.
- Presentation in books must be of a high standard.
- Pupil's work in books must be in line or better than work seen in other core subjects.
- There must be evidence in the books that demonstrate children are making good or better progress in the subject.
- Teacher feedback must relate to RE knowledge, understanding and skills and not English based objectives.
- Teacher feedback must lead children to deepening their knowledge and understanding in RE. One way of doing this effectively, is to give children a question to consider and adequate time to respond.

- Visits and visitors must be planned for across the year to support RE learning. Ensure you follow the School's guidance on planning an educational visit and guidance around inviting visitors into School.

**RE learning journey to include the following:**

- The big question
- Six subsidiary questions
- Religious vocabulary related to the unit
- Children's response to each question
- Examples of children's work related to individual lessons

Each classroom to have a **Biblical timeline** on display so that children can refer to it during the teaching of units, enabling them to develop their understanding of the Bible and its chronology.

## Appendix 2:

### Websites and resources to support RE home learning

- NATRE resources, free during this time: [www.natre.org.uk/about-natre/free-resources-for-you-and-your-pupils/?utm\\_source=emailmarketing&utm\\_medium=email&utm\\_campaign=free\\_home\\_learning\\_resources\\_for\\_you\\_and\\_your\\_pupils&utm\\_content=2020-03-20](http://www.natre.org.uk/about-natre/free-resources-for-you-and-your-pupils/?utm_source=emailmarketing&utm_medium=email&utm_campaign=free_home_learning_resources_for_you_and_your_pupils&utm_content=2020-03-20)
- Westminster Abbey resources, including [Virtual classrooms](#) and [downloadable teaching resources](#).
- Barnabas in Schools are producing an expanding range of resources to support RE in the home in addition to the existing material.
- Purple Mash ideas: [www.2simple.com/blog/5ways-teach-religious-education/](http://www.2simple.com/blog/5ways-teach-religious-education/)
- RE: Start – Answering the Big Question <https://request.org.uk/restart>
- RE Online <https://www.reonline.org.uk/teaching-resources/>
- Newsround – Islam – What is Ramadan <https://www.bbc.co.uk/newsround/23286976>
- EYFS: Big stories and resources <https://www.bbc.co.uk/cbeebies/shows/lets-celebrate>
- 3 – 7-year-olds: Big stories and resources <https://www.bbc.co.uk/programmes/articles/1pYRg2f202rqWHrp3ywhTyX/religions-of-the-world>
- Key Stage 1: BBC bitesize films and home learning lessons <https://www.bbc.co.uk/bitesize/subjects/zxnygk7>
- Key Stage 2: BBC My Life, My Religion series <https://www.bbc.co.uk/programmes/b05pc1c9/episodes/guide>
- Key Stage 2: BBC bitesize films and home learning lessons <https://www.bbc.co.uk/bitesize/subjects/z7hs34j>
- Key Stage 2: BBC films for the World Religions <https://www.bbc.co.uk/teach/ks2-religious-studies/z6pbqp3>

### Museums and galleries:

- The British Library <https://www.bl.uk/sacred-texts#>
- The National Gallery: <https://www.nationalgallery.org.uk/learning/teachers-and-schools/teachers-notes>
- The Victoria and Albert Museum: <https://www.vam.ac.uk/info/teachers-resources-for-primary-schools>
- The Jewish Museum: <https://jewishmuseum.org.uk/>

### Journey into Easter with Children. Lots of arts and crafts to do around the Easter Story

- Journey Into Easter With Children [https://imaginor.co.uk/journey\\_to\\_easter](https://imaginor.co.uk/journey_to_easter)
- Journey Into Pentecost <https://www.imaginor.co.uk/journey-into-pentecost-2/>

**Appendix 3:**  
**Religious Education**  
**Summary of main beliefs and practices and glossary of terms**

To note: The main beliefs have been identified, but there will always be interpretation from within the Faith Communities themselves.

This glossary of terms identifies key terms used in each religious tradition. Variations on spelling and meaning/s for those terms have been identified where known.

**CHRISTIANITY – background**

The foundational belief for Christians is in God, the Creator of the world, who is revealed to people through the life, death and resurrection of Jesus Christ, the Son of God. Christians believe in a Trinitarian God: Father, Son and Holy Spirit.

For Christians, the Bible is the revelation of God's relationship with humanity. It shows the inability of people to keep this 'covenant' with God, despite being given laws, teachings and prophets. The result of their disobedience was 'sin' (wrongdoing) which separated them from God. The New Testament shows how God came in the person of Jesus Christ to restore this broken relationship. Jesus was rejected and killed. Christians believe that his suffering and death, as a willing sacrifice, followed by his resurrection from the dead, destroyed the hold of death on the human race and brought about the possibility of a restored relationship with God.

The New Testament is of particular importance to Christians. It consists of 27 books and includes descriptions of the life and teaching of Jesus and the writings of some of the first Christians. These books provide Christians with authoritative guidance for their lives. The lives of some Christians, since the events of the Bible, are also regarded by many as exemplary.

Historically, there have been various interpretations of the core belief of the Christian faith, so there are now many different denominations and traditions. They include the Church of England, Roman Catholic, Eastern Orthodox, Evangelical and Pentecostal Churches and Free Churches, including Afro-Caribbean, Baptist, Methodist, Quaker, the Salvation Army, and United Reformed. Christians come from a wide range of races, nationalities and cultures.

Worship and practice vary considerably among Christians. However, most Christians meet regularly with others, often in a church. Most churches include a service in which bread and wine are shared together. This has been an important tradition ever since Jesus ate with his disciples, saying of the bread, 'This is my body', and of the wine, 'This is my blood'. In such churches, the practice of Baptism is the normal prelude to membership.

## Appendix 4

### CHRISTIANITY GLOSSARY

Most of the terms given below will be familiar to many people. The historical languages of the Christian scriptures are Hebrew, Greek and Latin. The Old Testament was written largely in Hebrew, with some texts in Aramaic and Greek (Apocrypha). The whole of the Old Testament was translated into Greek, although many words and passages have their origin in Aramaic. Latin became the language of the Western Church from the 5th century AD increasingly when the Bible was translated into Latin.

Preferred form	Main variants	Explanation
Absolution		The pronouncement by a priest of the forgiveness of sins.
AD	Anno Domini	<i>In the Year of Our Lord</i> . The Christian calendar dates from the estimated date of the birth of Jesus Christ.
Advent		<i>Coming</i> . The period beginning on the fourth Sunday before Christmas (40 days before Christmas in the Eastern Orthodox tradition). A time of spiritual preparation for Christmas.
Altar	Communion Table Holy Table	Table used for Eucharist, Mass, Lord's Supper. Some denominations refer to it as Holy Table or Communion Table.
Anglican		Churches in full communion with the See of Canterbury. Their origins and traditions are linked to the Church of England, and are part of the Anglican Communion.
Apocalyptic		(i) Revelatory, of God's present purposes and the end of the world. (ii) Used of a literary genre, e.g. the Book of Revelation.
Apostle		One who was sent out by Jesus Christ to preach the Gospel.
Ascension		The event, 40 days after the Resurrection, when Jesus' ascended into heaven' (see Luke 24 and Acts I).
Ash Wednesday		The first day of Lent. In some Churches, penitents receive the sign of the cross in ashes on their foreheads.
Atonement		Reconciliation between God and humanity; restoring a relationship broken by sin.
Baptism		Rite of initiation involving immersion in, or sprinkling or pouring of, water.
Baptist		(i) A member of the Baptist Church, which grew out of the Anabaptist movement during the 16 <sup>th</sup> century Reformation. (ii) A Christian who practices Believer's Baptism.

Baptistry		(i) Building or pool used for baptism, particularly by immersion. (ii) Part of a church, where baptism takes place.
BC	Before Christ	Period of history before the estimated birth of Jesus Christ.
Blessed Sacrament		Bread and wine which have been consecrated and set aside for future use (usually in the Roman Catholic Church).
Canon	Scripture	The accepted books of the bible. The list varies between denominations.
Catholic		(i) <i>Universal</i> (ii) Often used as an abbreviation for Roman Catholic.
Charismatic		A modern movement within the Church, emphasising spiritual gifts, such as healing or speaking with tongues.
Christ	Messiah	<i>The anointed one.</i> Messiah is used in the Jewish tradition to refer to the expected leader sent by God, who will bring salvation to God's people. Jesus' followers applied this title to him, and its Greek equivalent, Christ, is the source of the words Christian and Christianity.
Christmas		Festival commemorating the birth of Jesus Christ (25 December in most Churches).
Church		(i) The whole community of Christians. (ii) The building in which Christians worship. (iii). A particular denomination.
Confession		<i>Contrition; penance</i> (i) One of the seven sacraments observed by some Churches whose priest confidentially hears a person's confession. (ii) An admission, by a Christian, of wrongdoing. (iii) A particular official statement (or profession) of faith.
Congregationalist		Member of the Christian body, which believes that each local church is independent and self-governing under the authority of Christ.
Creed		Summary statement of religious beliefs, often recited in worship, especially the Apostles' and Nicene Creeds.
Crucifixion		Roman method of executing criminals and traitors by fastening them to a cross until they died of asphyxiation, used in the case of Jesus Christ and many who opposed the Romans.
Easter		Central Christian festival which celebrates and resurrection of Jesus Christ from the dead.
Ecumenism	Oikoumene	Movement within the Church towards co-operation and eventual unity.

Epistle	Letter	From the Greek word for letter. Several such letters or epistles, from Christian leaders to Christian Churches or individuals, are included in the New Testament.
Eucharist		<i>Thanksgiving</i> . A service celebrating the sacrificial death and resurrection of Jesus Christ, using elements of bread and wine (see Holy Communion).
Evangelical		Group, or church, placing particular emphasis on the Gospel and the scriptures as the sole authority in all matters of faith and conduct.
Font		Receptacle to hold water used in baptism.
Free Churches		Non-conformist denominations, free from state control (used of 20 Churches).
Good Friday		The Friday in Holy Week. Commemorates the day Jesus died on the cross.
Gospel	Evangel	(i) Good news (of salvation in Jesus Christ). (ii) An account of Jesus' life and work.
Grace		(i) The freely given and unmerited favour of God's love for humanity. (ii) Blessing. (iii) Prayer of thanks before or after meals.
Heaven		The place, or state, in which souls will be united with God after death.
Hell		The place, or state, in which souls will be separated from God after death.
Holy Communion		Central liturgical service observed by most Churches (see Eucharist, Mass, Lord's Supper, Liturgy). Recalls the last meal of Jesus, and celebrates his sacrificial and saving death.
Holy Spirit		The third person of the Holy Trinity. Active as divine presence and power in the world, and indwelling in believers to make them like Christ and empower them to do God's will.
Holy Week		The week before Easter, when Christians recall the last week of Jesus' life on Earth.
Icon/Ikon		Painting or mosaic of Jesus Christ, the Virgin Mary, a saint, or a Church feast. Used as an aid to devotion, usually in the Orthodox tradition.
Incarnation		The doctrine that God took human form in Jesus Christ. It is also the belief that God in Christ is active in the Church and in the world.
Jesus Christ		The central figure of Christian history and devotion. The second person of the Trinity.
Kyrie (Greek)		<i>O, Lord</i> . Addressed to Jesus, as in 'Kyrie eleison' ( <i>Lord have mercy</i> ).
Lectern		Stand supporting the Bible, often in the shape of an eagle.

Lectionary		List of scriptural passages for systematic reading throughout the year.
Lent		Penitential season. The 40 days leading up to Easter.
Liturgy		(i) Service of worship according to a prescribed ritual such as Evensong or Eucharist. (ii) Term used in the Orthodox Church for the Eucharist.
Lord		Title used for Jesus to express his divine lordship over people, time and space.
Lord's Supper		Alternative term for Eucharist in some Churches (predominantly non-conformist).
Lutheran		A major Protestant Church that receives its name from the 16 <sup>th</sup> -century German reformer, Martin Luther.
Mass		Term for the Eucharist, used by the Roman Catholic and other Churches.
Maundy Thursday		The Thursday in Holy Week. Commemorates the Last Supper.
Methodist		A Christian who belongs to the Methodist Church which came into existence through the work of John Wesley in the 18 <sup>th</sup> century.
Missal		Book containing words and ceremonial directions for saying Mass.
Mother of God		The title given to the Virgin Mary, mainly in the Orthodox and Roman Catholic Churches, to underline the Trinitarian belief that Jesus was truly God (in this context, God refers to God incarnate as seen in Jesus Christ).
New Testament		Collection of 27 books forming the second section of the Canon of Christian Scriptures.
Non-conformist		Protestant Christian bodies which became separated from the established Church of England in the 17 <sup>th</sup> Century.
Old Testament		That part of the Canon of Christian Scriptures which the Church shares with Judaism, comprising 39 books covering the Hebrew Canon, and in the case of certain denominations, some books of the Apocrypha.
Ordination		In episcopal Churches, the 'laying on of hands' on priests and deacons by a bishop. In non-episcopal Churches, the 'laying on of hands' on ministers by other representatives of the Church.
Orthodox		(i) The Eastern Orthodox Church consisting of national Churches (mainly Greek or Slav), including the ancient Eastern Patriarchates.

		They hold the common Orthodox faith, and are in communication with the Patriarchate of Constantinople. (ii) conforming to the creeds sanctioned by the ecumenical councils, e.g., Nicaea, Chalcedon.
Palm Sunday		The Sunday before Easter. Commemorating the entry of Jesus into Jerusalem when he was acknowledged by crowds waving palm branches.
Paraclete	Comforter	<i>Advocate</i> . Term used for the Holy Spirit.
Parousia		Presence. The Second Coming or return of Jesus Christ.
Passion		The sufferings of Jesus Christ, especially in the time leading up to his crucifixion.
Patriarch		Title for principle Eastern Orthodox bishops. Also used for early Israelite leaders such as Abraham, Isaac, Jacob.
Pentecost	Whitsun	The Greek name for the Jewish Festival of Weeks, or Shavuot, which comes seven weeks ('fifty days') after Passover. On the day of this feast, the followers of Jesus received the gift of the Holy Spirit.
Pentecostalist		A Christian who belongs to a Church that emphasises certain gifts which were granted to the first believers on the Day of Pentecost (such as the power to heal the sick and speak in tongues).
Pope		The Bishop of Rome, head of the Roman Catholic Church.
Presbyterian		A member of a Church that is governed by elders or 'presbyters', the national Church of Scotland.
Protestant		That part of the Church which became distinct from the Roman Catholic and Orthodox Churches when their members professed (or 'protested' – hence Protestant) the centrality of the Bible and other beliefs. Members affirm that the Bible, under the guidance of the Holy Spirit, is the ultimate authority for Christian teaching.
Pulpit		An elevated platform from which sermons are preached.
Purgatory		In some traditions, a condition or state in which good souls receive spiritual cleansing after death, in preparation for heaven.
Quaker		A member of the Religious Society of Friends, established through the work of George Fox in the 17 <sup>th</sup> century.

Reconciliation	Confession	(i) Sacrament of the (Roman) Catholic Church, consisting of Contrition, Confession of sins, and Absolution. (ii) The human process of reconciling Christians with one another.
Redemption		Derived from the practice of paying the price of a slave's freedom, and so, the work of Jesus Christ in setting people free through his death.
Reformation		A 16 <sup>th</sup> century reform movement that led to the formation of Protestant Churches. It emphasised the need to recover the initial beliefs and practices of the church.
Resurrection		(i) The rising from the dead of Jesus Christ on the third day after the crucifixion. (ii) The rising from the dead of believers at the Last Day. (iii) The new, or risen, life of Christians.
Roman Catholic		That part of the Church owing loyalty to the Bishop of Rome, as distinct from Orthodox and Protestant Churches.
Sacrament		An outward sign of an inward blessing, as in baptism or the Eucharist.
Salvationist		A member of the Salvation Army founded by William and Catherine Booth in the 19 <sup>th</sup> century.
Sin		(i) Act of rebellion or disobedience against the known will of God. (ii) An assessment of the human condition as disordered and in need of transformation.
Synoptic		<i>Having a common viewpoint.</i> It is applied to the presentation of Jesus' life in the first three gospels of Matthew, Mark and Luke in contrast with that given in the Gospel of John.
Tabernacle		(i) A receptacle for the Blessed Sacrament, not immediately consumed but set aside or 'reserved' (mainly in Roman Catholic and Eastern Orthodox Churches). The presence of the consecrated elements is usually signalled by a continuously burning light. (ii) Term used by some denominations of their building.
Transubstantiation		Roman Catholic doctrine concerning the Mass, defined at the Lateran Council of 1215, confirmed at the Council of Trent in 1551. This states that in the Eucharist, at the words of consecration, the substance of the bread and wine becomes the substance of the Body

		and Blood of Jesus Christ, and that he is thus present on the altar.
Trinity		Three persons in one God, doctrine of the threefold nature of God – Father, Son and Holy Spirit.
Unction	Sacrament of the Sick	The anointing with oil of a sick or dying person.
United Reformed Church		A Church formed by the union of English Congregationalists with the Presbyterian Church of England, and subsequently the Reformed Association of the Churches of Christ.
Vatican		The residence of the Pope in Rome, and the administrative centre of the Roman Catholic Church. The chief building of the Vatican is St Peter's Basilica, built on the traditional site of St Peter's tomb.
Virgin Birth		The doctrine of the miraculous conception of Jesus Christ by the Virgin Mary through the power of the Holy Spirit and without the agency of a human father.

