

Redbourn Primary School Sequence of teaching overview in RE

	А	utumn Term			Spring Term		S	ummer Term	
THRIVE VALUES	Team – We sh partners / gro choose to sha others. Healthy – Hav the support of community to and well-being	ups. Childrente their own e discussions f being part of support mer	n may faith with around	Responsibility other's views Innovative – B thinking and jureasons.	and religions. Being creative	in their	Valued – Mak valued equally religion / no re views freely. Empathetic –\ emotion in rel with what oth	y no matter weligion. Able We understar ligions and er	to express
		Jnit outcome makes people s	necial?		Unit Outcome v do people cele	hrate?	Su1: What c	um storios?	
		/hat is Christma		-	2: What is Easter		Su2: Wha		
	Communication	Personal,	Understand	Communication	Personal,	Understand	Communication	Personal,	Understand
	and Language	Social and	the World	and Language	Social and	the World	and Language	Social and	the World
		Emotional			Emotional			Emotional	
	A1:	development A1:	A1:	Sp1:	development Sp1:	Sp1:	Su1:	development Su1:	Su1:
	-Use a wider range	-Play with one	-Talk about	-Use a wider range	-Play with one or	-Talk about	-Use a wider range	-Play with one	-Talk about
	of vocabulary	or more other	what they see	of vocabulary	more other	what they see	of vocabulary	or more other	what they see
Nursery	-Be able to express	children,	using a wide	-Be able to express	children,	using a wide	-Be able to express	children,	using a wide
Nuisery	a point of view and	extending and	vocabulary	a point of view and	extending and	vocabulary	a point of view and	extending and	vocabulary
	to debate when	elaborating play ideas	-Begin to make sense of	to debate when they disagree with	elaborating play ideas	-Continue to develop positive	to debate when	elaborating play ideas	-Continue to develop positive
	they disagree with an adult or friend,	-Talk about	their own life-	an adult or friend,	-Talk about their	attitudes about	they disagree with an adult or friend,	-Talk about	attitudes about
	using words as well	their feelings	story and	using words as well	feelings using	the differences	using words as well	their feelings	the differences
	as actions	using words like	family's	as actions	words like	between people	as actions	using words like	between people
	-Understand	'happy', 'angry'	history	-Understand	'happy', 'angry'	-Know that	-Understand	'happy', 'angry'	-Know that
	'why?' questions	etc	-Continue to	'why?' questions	etc	there are	'why?' questions	etc	there are
	 Enjoy listening to longer stories and 	-Begin to understand	develop positive	-Know many rhymes, be able to	-Begin to understand how	different countries in the	-Know many rhymes, be able to	-Begin to understand	different countries in the
	can remember	how others	attitudes	talk about familiar	others might be	world and talk	talk about familiar	how others	world and talk
	much of what	might be feeling	about the	books, and be able	feeling	about the	books, and be able	might be feeling	about the
	happens	-Develop their	differences	to tell a long story		differences they	to tell a long story	-Develop their	differences they
		sense of				have		sense of	have

Saved in Teacher / Curriculum / Subject Leader Info



Reception		Jnit outcome makes people s	pecial?		Unit Outcome v do people cele	brate?		Unit Outcome an we learn fro	m stories?
	Vocabulary	A1: Jesus, Moses A2: Mary, Joseph, Myrrh	Frankincense,	Vocabulary	Sp1: Nowruz, Holi, Sp2: Jesus, Palm St Supper Cross, Tom	unday, The Last	Vocabulary	Minbar, Qur'an, S Torah, Prayer Sha	anak , Altar, Lectern, , Musalla, Mihrab, ynagogue, Ark,
	A2: - Use a wider range of vocabulary - Understand 'why?' questions -Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions	responsibility and membership of a community A2: -Play with one or more other children, extending and elaborating play ideas -Talk about their feelings using words like 'happy', 'angry' etc -Begin to understand how others might be feeling	between people -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos A2; -Talk about what they see using a wide vocabulary -Begin to make sense of their own life- story and family's history	- Enjoy listening to longer stories and can remember much of what happens Sp2: -Use a wider range of vocabulary -Understand 'why?' questions -Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions - Enjoy listening to longer stories and can remember much of what happens -Know many rhymes, be able to talk about familiar books, and be able to tell a long story	Sp2: -Play with one or more other children, extending and elaborating play ideas -Talk about their feelings using words like 'happy', 'angry' etc -Begin to understand how others might be feeling	experienced or seen in photos Sp2: -Talk about what they see using a wide vocabulary -Begin to make sense of their own life-story and family's history -Continue to develop positive attitudes about the differences between people	- Enjoy listening to longer stories and can remember much of what happens Su2: -Use a wider range of vocabulary -Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions -Understand 'why?' questions -Know many rhymes, be able to talk about familiar books, and be able to tell a long story	responsibility and membership of a community Su2: -Play with one or more other children, extending and elaborating play ideas -Talk about their feelings using words like 'happy', 'angry' etc -Begin to understand how others might be feeling -Develop their sense of responsibility and membership of a community	experienced or seen in photos Su2: -Talk about what they see using a wide vocabulary -Begin to make sense of their own life-story and family's history -Continue to develop positive attitudes about the differences between people -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos



A2: W	/hat is Christma	s?	Sp2	2: What is Easter	?	Su2: What makes places special?			
Communication	Personal,	Understand	Communication	Personal,	Understand	Communication	Personal,	Understand	
and Language	Social and	the World	and Language	Social and	the World	and Language	Social and	the World	
	Emotional			Emotional			Emotional		
	development			development			development		
A1:	A1:	A1:	Sp1:	Sp1:	Sp1:	Su1:	Su1:	Su1:	
-Understand how	-Build	-Talk about	-Understand how	- Build	-Talk about	-Understand how	- Build	-Talk about	
to listen carefully	constructive	members of	to listen carefully	constructive and	members of	to listen carefully	constructive	members of	
and why listening	and respectful	their	and why listening	respectful	their immediate	and why listening	and respectful	their immediate	
is important	relationships	immediate	is important	relationships	family and	is important	relationships	family and	
-Learn new	-Express their	family and	-Learn new	-Express their	community	-Learn new	-Express their	community	
vocabulary	feelings and	community	vocabulary	feelings and	- Name and	vocabulary	feelings and	- Name and	
- Ask questions to	consider the	- Name and	- Ask questions to	consider the	describe people	- Ask questions to	consider the	describe people	
find out more and	feelings of	describe	find out more and	feelings of	who are familiar	find out more and	feelings of	who are familia	
to check they	others	people who	to check they	others	to them	to check they	others	to them	
understand what	-Identify and	are familiar to	understand what	-Identify and	-Compare and	understand what	-Identify and	-Compare and	
has been said to	moderate their	them	has been said to	moderate their	contrast	has been said to	moderate their	contrast	
them	own feelings	-Compare and	them	own feelings	characters from	them	own feelings	characters from	
- Describe events	socially and	contrast	- Describe events	socially and	stories,	- Describe events	socially and	stories,	
in some detail	emotionally.	characters	in some detail	emotionally.	including figures	in some detail	emotionally.	including figure	
- Use talk to help	-Think about	from stories,	- Use talk to help	-Think about the	from the past.	- Use talk to help	-Think about	from the past	
work out problems	the perspective	including	work out problems	perspective of	-Recognise that	work out problems	the perspective	-Recognise tha	
and organise	of others.	figures from	and organise	others.	people have	and organise	of others.	people have	
thinking and	or others.	the past.	thinking and	Others.	different beliefs	thinking and	Su2:	different belief	
activities explain	A2:	-Recognise	activities explain	Sp2:	and celebrate	activities explain	- Build	and celebrate	
how things work	- Build	that people	how things work	- Build	special times in	how things work	constructive	special times in	
and why they	constructive	have different	and why they	constructive and	different ways	and why they	and respectful	different ways	
might happen	and respectful	beliefs and	might happen	respectful	- Recognise	might happen	relationships	- Recognise	
- Engage in story	relationships	celebrate	- Engage in story	relationships	some	- Engage in story	-Express their	some	
times	-Express their	special times	times	-Express their	similarities and	times	feelings and	similarities and	
- Listen to and talk	feelings and	in different	- Listen to and talk	feelings and	differences	- Listen to and talk	consider the	differences	
about stories to	consider the	ways	about stories to	consider the	between life in	about stories to	feelings of	between life in	
build familiarity	feelings of	-Recognise	build familiarity	feelings of	this country and	build familiarity	others	this country an	
and understanding	others	some	and understanding	others	life in other	and understanding	-Identify and	life in other	
- Retell the story	-Identify and	similarities	- Listen carefully to	-Identify and	countries	- Listen carefully to	moderate their	countries	
once they have	moderate their	and	rhymes and songs,	moderate their	- Understand	rhymes and songs,	own feelings		
developed a deep	own feelings	differences	paying attention to	own feelings	the effect of	paying attention to	socially and	Su2:	
familiarity with the	socially and	between life	how they sound	socially and	changing	how they sound	emotionally.	-Talk about	
text; some as exact	emotionally.	in this country	- Retell the story	emotionally.	seasons on the	- Retell the story		members of	
repetition and		and life in	once they have		11300.000.000	once they have		their immediat	



some in their own	-Think about	other	developed a deep	-Think about the	natural world	developed a deep	-Think about	family and
words	the perspective	countries.	familiarity with the	perspective of	around them	familiarity with the	the perspective	community
A2:	of others.	A2:	•		around them	,	of others.	- Name and
- Understand how	or others.	-Talk about	text; some as exact	others.	Cn2.	text; some as exact repetition and	or others.	describe people
			repetition and		Sp2:	•		who are familiar
to listen carefully		members of	some in their own		-Talk about	some in their own		
and why listening		their	words		members of	words		to them
is important		immediate			their immediate	6.3		-Understand
- Learn new		family and	Sp2:		family and	Su2:		that some
vocabulary		community	-Understand how		community	-Understand how		places are
- Ask questions to		- Name and	to listen carefully		- Name and	to listen carefully		special to
find out more and		describe	and why listening		describe people	and why listening		members of
to check they		people who	is important		who are familiar	is important		their
understand what		are familiar to	-Learn new		to them	-Learn new		community
has been said to		them	vocabulary		-Recognise that	vocabulary		-Recognise that
them		-Compare and	- Ask questions to		people have	- Ask questions to		people have
- Describe events		contrast	find out more and		different beliefs	find out more and		different beliefs
in some detail		characters	to check they		and celebrate	to check they		and celebrate
- Use talk to help		from stories,	understand what		special times in	understand what		special times in
work out problems		including	has been said to		different ways	has been said to		different ways
and organise		figures from	them		- Recognise	them		-Recognise
thinking and		the past.	- Describe events		some	- Describe events		some
activities explain		-Recognise	in some detail		similarities and	in some detail		similarities and
how things work		that people	- Use talk to help		differences	- Use talk to help		differences
and why they		have different	work out problems		between life in	work out problems		between life in
might happen		beliefs and	and organise		this country and	and organise		this country and
- Engage in story		celebrate	thinking and		life in other	thinking and		life in other
times		special times	activities explain		countries	activities explain		countries.
- Listen to and talk		in different	how things work		- Understand	how things work		
about stories to		ways	and why they		the effect of	and why they		
build familiarity			might happen		changing	might happen		
and understanding			- Engage in story		seasons on the			
- Retell the story			times		natural world			
once they have			- Listen to and talk		around them			
developed a deep			about stories to					
familiarity with the			build familiarity					
text; some as exact			and understanding					
repetition and			- Retell the story					
some in their own			once they have					
words			developed a deep					
			familiarity with the					
			text; some as exact					
			repetition and					



	Vocabulary	A1: Jesus, Moses A2: Mary, Joseph, Myrrh	. Frankincense,	some in their own words Vocabulary	Sp1: Nowruz, Holi, Sp2: Jesus, Palm Si Supper Cross, Tom	unday, The Last	Vocabulary	Su1: Parable. Alla Sadhana, Guru Na Su2: Church, Font Mosque, Minaret Minbar, Qur'an, S Torah, Prayer Sha	anak :, Altar, Lectern, , Musalla, Mihrab, iynagogue, Ark,
	Unit outcome A1 – Does God want Christians to look after the world? A2 – What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem		Unit Outcome Sp1 – Was it always easy for Jesus to show friendship? Sp2 – Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?			Unit Outcome Su1 - Is Shabbat important to Jewish children? Su2 - How important is it for Jewish people to do what God asks them to do? (Year 2 unit)			
Year One	A1 I can remember the Christian Creation story and talk about it. A2 I can remember some of the Christmas story.	Skills A1 I can express an opinion about the Christian belief about creation. A2 I can suggest a gift I would give to Jesus.	A1 Adam Eve A2 Mary Joseph Frankincense Myrrh	I can remember a story about Jesus showing friendship and talk about it. Sp2 I can recall parts of the Easter story. I can recognise some symbols in the story.	Skills Sp1 I can say how Jesus tried to be a good friend. Sp2 I can start to show understanding that Jesus is special to Christians and say why.	Sp1 Zacchaeus Mary, Martha and Lazarus Sp2 Palm Sunday Palm cross	I can use the right names for things that are special to Jewish people during Shabbat and explain why. Su2 I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain	I can start to make a connection between being Jewish and decisions about behaviour. Su2 I can suggest what I think are the most and least important things Jews do that God asks them to do and	Su1 Shabbat Challah Su2 Pesach Passover Seder Hagadah Matzah Charoset Zeroah Beitzah Maror Karpas Chazeret Exodus Moses Kashrut Kosher



Year Two	Unit outcome A1 - Is it possible to be kind to everyone all of the time? A2 - Why do Christians believe God gave Jesus to the world?			Unit Outcome Sp1- Does praying at regular intervals help a Muslim in his/her everyday life? Sp2- How important is it to Christians that Jesus came back to life after his crucifixion?			why they choose to do this. Unit Outcome Su 1- Does going to a mosque give Muslims a sense of belonging? Su 2 - Does completing Hajj make a person a better Muslim?		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
Year Two	I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. A2 I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.	A1 I can say if I think Christians should be kind and give a reason. A2 I can tell you why Christians think God gave Jesus to the world.	A1 Samaritan Parable A2 Advent	Sp1 I can use the right words to describe how Muslims pray and begin to explain why they do this. Sp2 I can recall what Christians believe happened on Easter Sunday.	I can start to think through how praying 5 times a day might help in some ways more than others. Sp2 I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.	Sp1 Salah Allah Qur'an Makkah/ Makkah Ka'bah Sp2 Easter Egg Hot cross bun Resurrection	Su1 I can explain what happens when Muslims pray alone or at the mosque. Su2 I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.	I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be. Su2 I can start to think about the significance of Hajj to a Muslim.	Su1 Mosque Minaret Musalla Mihrab Minbar Qur'an Wudu Prayer mats Hajj Su 2 Hajj Hajj robes Makkah/Mecca Qur'an Grand Mosque Mount Arafat Five Pillars Pilgrimage
	U	Jnit outcome		Cont. Mile et in	Unit Outcome 'good' about Go	ad Estate 2		Unit Outcome	



	A1: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? A2: Has Christmas lost its true meaning?			Sp2: Could Jesus heal people?			Su1: How can Brahman be everywhere and in everything? Su2: Would visiting the River Ganges feel special to a non-Hindu?		
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
Year Three	A1: I can describe some of the ways Hindus celebrate Divali and explain how I think Hindu children might feel at Divali. A2: I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.	A1: I can start to say why Divali might bring a sense of belonging to Hindus. A2: I can start to tell you what Christmas means to Christians and what it means to me.	A1: Divali Ramayana Rama Sita Lakshmi Rangoli patterns Diva lamp Puja tray Mandir A2: Advent Incarnation	Sp1: I can explain one Christian viewpoint about one of Jesus' healing miracles. Sp2: I can start to tell you why Christians believe Jesus' death is important.	Sp1: I can start to say whether I believe Jesus actually healed people or not. Sp2: I can start to reflect on whether I agree with Christian beliefs about Jesus' death.	Sp1: Miracle Sp2: Jesus Palm Sunday The Last Supper Cross Tomb Bread and Wine Maundy Thursday Good Friday Disciples Judas	Su1: I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. Su2: I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.	Su1: I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. Su2: I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.	Su1: Brahman Trimurti Brahma Shiva Vishnu Ganesha Lakshmi Puja Omnipresent Su2: Ganga Varanasi Brahman Pilgrimage
Year Four	A1: Is it possible A2: What is the	·	t part of the	Sp1: Could the wor	Unit Outcome Buddha's teachin Id a better place veness always po Christians?	27	Su1: What is the less of the su2: Do people	Unit Outcome te best way for a ead a good life? need to go to ch ey are Christians	nurch to show



	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	A1:	A1:	A1:	Sp1:	Sp1:	Sp1:	Su1:	Su1:	Su1:
	I can tell you some	I can begin to	Buddha	I can recall one of	I can give an	Buddha	I can describe how	I can start to	Buddha
	of the things	show an	Bodhi	the Buddha's	example of how	Bodhi	aspects of the 8-	tell you why	8-fold path
	Siddhattha did to	understanding	8-fold path	stories and start to	Buddhists could	8-fold path	fold path would	some aspects of	
	try to be	of what being	Prince	explain	learn from		help	the 8-fold path	Su2:
	happy and explain	happy	Siddhattha	what the Buddha	this and put the	Sp2:	Buddhists know	might be hard	Church
	why I think they	means to	Gautama	was teaching	teaching into	The Lord's	how to live good	for some	Baptism
	didn't work for	Buddhists.	Yasodhara	through it.	practice to make	Prayer	lives.	Buddhists to	John the
	him.				the world a	The Last		stick to.	Baptist
			A2:	Sp2:	better place.	Supper	Su2:		Eucharist/Holy
	A2:	A2:	Frankincense	I can describe what		Peter	I can describe	Su2:	Communion
	I can describe one	I can ask	Myrrh	a Christian might	Sp2:		some of the ways	I can start to	
	thing a Christian	questions about	Christingle	learn about	I can show an		Christians use	understand the	
	might learn about	what Christmas		forgiveness from a	understanding		churches	impact a	
	Jesus from a	means to		Biblical text.	of how		to	Christian's	
	Christmas symbol.	Christians and			Christians		worship/celebrate	special	
		compare this			believe		Holy Communion	place has on	
		with what it			God can help		or participate in	him/her.	
		means to me.			them show		baptism.		
	1	l Jnit outcome			forgiveness. Unit Outcome			l Unit Outcome	
			la ! a / la a						Cileb An aleans
	A1: How far w	ould a Sikh go f	or nis/ner	Sp1: Are Siki	n stories importa	int today?	Su1: What is the	•	
		religion?					com	mitment to Goo	1?
				Sp2: How sigr	nificant is it for C	hristians to			
	A2: Is the	Christmas story	true?	believe Go	d intended Jesus	s to die?	Su2: What is th	e best way for a	Christian to
							show c	ommitment to	God?
	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
Year Five	A1:	A1:	A1:	Sp1:	Sp1:	Sp1:	Su1:	Su1:	Su1:
	I can make links	I can	Guru	I can recognise	I can explain	Guru	I can describe how	I can start to	Guru
	between how Sikhs	respectfully ask	Amrit	that stories can be	how some	Guru Granth	different practices	express what I	Amrit
	practise their	questions about	Khalsa	an important way	stories can teach	Sahib	enable Sikhs to	think about the	Khalsa
	religion	some of the	Karah Prashad	of expressing belief	Sikhs about	Guru Nanak	show their	best way a	Karah Parshad
	and the beliefs	ways	5 Ks	and meaning and	what	Khalsa	commitment to	Sikh could show	5 Ks
	that underpin this.	Sikhs choose to	Kirpan	can explain the	is important in		God and	commitment to	Kirpan
		behave and the	Kesh	relevance of a Sikh	life and relate	Sp2:	understand that	God.	Kesh
	A2:	levels of	Kara	story.	this to non-	Holy Week	some		Kara
			Kangha		Sikhs.	Pilate			Kangha



	I can start to	commitment	Kachera	Sp2:		Herod	of these will be	Su2:	Kachera
	explain the	they	Guru Granth	I can start to	Sp2:	Mount of Olives	more significant to	I can explain	Guru Granth
	Christian belief	show.	Sahib	explain whether	I can start to	Garden of	some Sikhs than	why I think	Sahib
	that Jesus was the		Langar	God intended	express my	Gethsemane	others.	some ways of	Langar
	Incarnation of God.	A2:	Golden	Jesus	opinion about			showing	Golden Temple
		I can start to	Temple	to be crucified or	Jesus' crucifixion		Su2:	commitment	of Amritsar
		express an	of Amritsar	whether Jesus'	being his		I can describe how	to God would	Guru Nanak
		opinion on	Guru Nanak	crucifixion was the	destiny/purpose.		different practices	be better than	Sewa
		whether the	ou. a manan	consequence of			enable Christians	others for	Gurdwara
		Christmas	A2:	events during Holy			to	Christians.	00.00.0
		story is true and	Advent	Week.			show their	000	Su2:
		what this might	Incarnation				commitment to		Ten
		mean to					God and		Commandments
		Christians.					understand that		Confirmation
		0					some		Lord's Prayer
							of these will be		
							more significant to		
							some Christians		
							than		
							others.		
		Jnit outcome			Unit Outcome			Unit Outcome	
		e best way for a		Sp1: Is a	anything ever et	ernal?	Su1 and 2: Doe		•
	show co	ommitment to G	iod?				death) help	Muslims lead g	ood lives?
					nity still a strong	~			
	A2: Do Christma	s celebrations a	nd traditions	years aft	er Jesus was on	Earth?			
	help Christians	understand wh	o Jesus was						
		vhy he was borr							
		,							
Year Six	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary	Knowledge	Skills	Vocabulary
	A1:	A1:	A1:	Sp1:	Sp1:	Sp1:	Su1:	Su1:	Su1 and 2:
	I can describe how	I can think of	Five Pillars	I can make links	I can reflect on	Agape	I can explain how	I can recognise	Akhirah
	different practices	some ways of	Zakah	between different	my own beliefs	Ten	believing in	what motivates	Muhammad
	enable Muslims to	showing	Sawm	Christian beliefs	about whether	Commandments	Akhirah influences	or influences	Qu'ran
	show their	commitment to	Qu'ran	and	anything is		Muslims	me to	Five Pillars
	commitment to	God	Hajj	their views on	eternal.	Sp2:	to do their best to	lead a good life	Jihad
	God and	that would be		whether anything		Lent	lead good lives.	and compare it	Ummah
	understand that	better than	A2:	is ever eternal.	Sp2:	Ash		with what	
	some		Incarnation			Wednesday	Su2:	motivates and	



	of these will be more significant to	others for Muslims	Crib Carols	Sp2: I can explain how	I can give my opinion as to	Shrove Tuesday Fish symbol	I can explain two different Muslim	influences Muslims.	
	more significant to some Muslims than others. A2: I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand			•		•	•		
	who Jesus was and why he was born.								