

Peover Superior Primary School

Care, Aspire, Believe



Religious Education

Intent:

It is our intent that the Religious Education at Peover Superior Primary School should provide our pupils with the knowledge of a range of religions and nourish their spiritual, moral, social and cultural development. Our aim is to promote respect and open-mindedness towards others with different faiths and beliefs, encourage pupils to explore their own beliefs and enable them to build their sense of identity and belonging, through self-awareness and reflection.

The principle aim of our RE curriculum at Peover Superior is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community. Our curriculum is designed in a way to provide opportunities to ask challenging questions and explore the meaning and purposes in life. Through the in-depth study of Christianity and the study of other religions, our pupils will understand different beliefs about God, places of worship, Holy Books and teachings. They will be able to identify the ceremonies, rituals and festivals of the religions that they are studying. Through the medium of stories, drama and role play, they will unpick the meaning and purpose in life, beliefs about God, issues of life/death and right/wrong and what it means to be human.

Every pupil has a statutory entitlement to Religious Education as it makes a distinctive contribution to a broad and balanced curriculum. Pupils should be given the opportunity to explore the role and significance of religion in society and the important beliefs and values that shape the world today. Religious Education helps pupils understand the religious experience of others and the ways in which it gives adherents a sense of purpose and meaning in their lives. (Cheshire East Agreed Syllabus, 2020-21)

Our pupils will learn to weigh up the value of wisdom from different sources and discuss their insights and responses to various religions. They will understand that they are able to agree or disagree with different beliefs, whilst expressing their thoughts in a respectful manner. The lessons at Peover Superior are taught through creative and practical sessions which provide opportunities to bridge back and activate prior learning, open the platform for debate and discussion and develop children's understanding of a range of faiths, cultures and beliefs. RE forms an important part of school assemblies and collective worship, where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

By the time our children leave Peover Superior Primary School, we want them to have developed an understanding of a range of religions in society and the important beliefs and values that make up the world as it is today.

Design:

Our curriculum is designed to:

- Engage in an open and **sensitive exploration to religion.**
- **Acquire knowledge** of religious **beliefs, practices and values** in Christianity and other principal religions represented in Great Britain as other **world views** and **religions.**
- Help pupils develop their own **beliefs, values** and **ideals.**
- Support pupils in their own search for **meaning** and **purpose in life.**
- Provide a **safe** and **secure environment** for pupils to **challenge prejudices and misconceptions.**
- Encourage **tolerance** and **respect** for themselves and for other people, their beliefs and ways of life.
- Enable pupils to be **discerning** so that they can make **informed choices about systems of belief** whether faith-based or secular.
- Encourage pupils to recognise and **celebrate diversity in society.**
- Enhance pupils' understanding of **history, art, music, literature** and the **media.**
- Develop **respectful relationships** with others and **value differences.**
- Encourage pupils to **ask** and **answer questions** to find out about beliefs, meaning and purpose in life.
- Give pupils the ability to make **reasoned responses** and **informed judgements** about **religious and moral issues**
- Help pupils to formulate their own beliefs and **agree/disagree** with others in a **respectful manner.**
- Use the skills of **interpretation, analysis** and **explanation.**

RE in Early Years

Pupils in Early Years will have an in-depth study of Christianity and will touch on other religions and celebrations throughout the year. They will encounter these religions and worldviews through special people, books, times, places and objects and by visiting places of worship, for instance the local church in Over Peover.

They will listen to and talk about stories related to Christianity, in particular the Christmas and Easter story. By listening to and re-enacting these stories they will begin to understand a few of the main beliefs of Christians. They will gain some knowledge of the church as a Christian place of worship and understand that the Bible tells stories of God and Jesus.

Children in Early Years will be introduced to subject specific words and taught new vocabulary and concepts through the 'Word Aware' whole-school approach. They will be encouraged to use all their senses to explore beliefs, practices and forms of expression. They will learn to ask questions and reflect on their own feelings and experiences. In line with the DfE's 2013 EYFS Profile, RE will give our children the opportunity to use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live through planned, purposeful play and a mix of adult-led and child-initiated activity.

RE in Early Years (Yearly Cycle)

<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<p>Christianity</p> <p>The Church – A Place of Worship</p> <p>Recognise the church as a place of worship, for instance singing; praying; reading the Bible.</p> <p>Recognise that a church group is a way of showing belonging.</p> <p>Explain that the Bible is the Christian’s Holy Book.</p>	<p>Christianity</p> <p>The Christmas Story</p> <p>To understand that the Bible tells stories to help Christians think about God and Jesus.</p> <p>To be able to retell a few aspects of the Christmas story.</p> <p>Be able to talk about who Jesus is.</p> <p>Light-touch celebration: Diwali</p>	<p>Christianity</p> <p>The Creation of the World</p> <p>Talk about how Christians describe God (as a creator).</p> <p>To be able to recall some aspects of the creation story.</p> <p>To be able to name some ways of caring for the world.</p> <p>Light-touch celebration: Chinese New Year</p>	<p>Christianity</p> <p>The Easter Story</p> <p>Be able to talk about who Christians say Jesus is.</p> <p>To be able to recall some aspects of the Easter story.</p>	<p>Christianity</p> <p>The Bible</p> <p>To understand that the Bible tells stories about God and Jesus.</p> <p>Light-touch celebration: Ramadan</p>	<p>Christianity</p> <p>Celebrations</p> <p>To talk about who Christians say Jesus is.</p> <p>Talk about some things that Christians do in churches, for instance wedding, baptisms, Harvest and Christmas celebrations.</p>
<p><u>Vocabulary, Values and Concepts</u></p> <p>Christianity, Christians, God, Jesus, God’s love, creation, thankfulness, celebration, Bible, stories, Christmas, Easter, caring, weddings, baptisms.</p>					

RE in Key Stage 1

During their time in Key Stage 1, children will learn about different beliefs about God and the world around them. They will encounter and respond to a range of stories, artefacts and other religious materials. They will learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary, for instance church, vicar, synagogue and Shabbat.

Building on their knowledge of Christianity from Early Years, children will develop a further understanding of the main beliefs, practices and celebrations for Christians. They will visit the local church in order to understand its main features as well as discover religious celebrations that happen there. They will learn that the Holy Bible is divided into the Old Testament and New Testament and begin to talk about some of the stories the depict Jesus, for instance the Easter Story.

Over the two-year cycle, children in Key Stage 1 will study the religion of Judaism, understanding the main beliefs and practices and the Holy Book - the Torah. In the Summer term, they will explore ceremonies across different religions, drawing out similarities and differences, asking questions and showing curiosity about different religions.

Children in Key Stage 1 will begin to understand the importance and value of religion for believers within a local, national and global context. They will be given the skills to ask relevant questions and develop a sense of wonder about the world, using their imaginations. They will talk about what is important to themselves and others, reflecting on their own feelings and experiences and developing a sense of belonging. Children should be able to raise questions and begin to express their own views in response to the religions and worldviews they learn about.

RE in Key Stage 1
Cycle A

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p style="text-align: center;">Christianity Beliefs and Christmas</p> <p>To understand that the stories in the Bible describe what God is like for Christians.</p> <p>To be able to talk about who Christians say Jesus is (the Son of God).</p> <p>To recall the main events from the Christmas Bible stories, linking these stories with Christianity.</p> <p>To be able to identify four main aspects of how Christians celebrate Christmas.</p> <p style="text-align: center;">Begin to show curiosity and ask questions about Christian beliefs and stories.</p>	<p style="text-align: center;">Judaism Beliefs and Practices</p> <p>To understand the synagogue as the Jewish place of worship.</p> <p>To be able to describe some of what happens at the synagogue and explain why Shabbat is important to Jews.</p> <p>To know why Abraham was important to Jews and Christians.</p> <p>To be able to describe at least three things that a Rabbi might do, for instance take part in a naming ceremony.</p> <p style="text-align: center;">Begin to show curiosity and ask questions about Jewish beliefs and stories.</p> <p style="text-align: center;">Light touch – Understanding the significance of Easter through school assemblies, discussions, drama and exploration.</p>	<p style="text-align: center;">Christianity The Church</p> <p>To recognise the features of a church building, for instance alter, lectern, pulpit, crucifix, stained glass windows.</p> <p>To identify at least 3 artefacts/symbols found in a church and explain why they are important to Christians, for example the Bible, crucifix, and candle.</p> <p>To describe at least 3 things that a Vicar/Minister/church leader might do.</p> <p style="text-align: center;">Begin to show curiosity and ask questions about Christian beliefs and stories.</p>

Vocabulary, Values and Concepts

Christianity, Christians, God, Jesus, God's love, creation, thankfulness, celebration, Bible, stories, Christmas, Easter, caring, weddings, baptisms, **thanksgiving, church community, faith, alter, lectern, pulpit, crucifix, candle, Vicar, Minister, arrest, crucifixion, resurrection, wisdom, justice stewardship.**

Judaism, Jew, synagogue, Shabbat, Abraham, Rabbi, ceremony.

RE in Key Stage 1
Cycle B

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p style="text-align: center;">Judaism The Holy Book - Torah</p> <p>To identify the Torah as a holy book for Jews.</p> <p>Understand how the rules in the Torah can guide Jews throughout their lives.</p> <p>To explain reasons why Moses found it difficult to obey God.</p> <p>Begin to show curiosity and ask questions about Jewish stories.</p> <p>Light touch – Understanding the significance of Christmas through school assemblies, Christmas concert, drama and exploration.</p>	<p style="text-align: center;">Christianity The Holy Book – Bible Easter and Surprises</p> <p>To understand that the Bible is Christians Holy Book.</p> <p>To understand that the Bible is divided into the Old Testament and New Testament.</p> <p>To recall the main events from the Easter story (Last Supper, arrest, crucifixion & resurrection)</p> <p>Begin to show curiosity and ask questions about Christian beliefs and stories.</p>	<p style="text-align: center;">Ceremonies Across various religions</p> <p>To understand how Christians celebrate Baptism (Christianity)</p> <p>To understand what happens at a Bar/Bat Mitzvah ceremony (Judaism)</p> <p>Explain what happens at a Hindu wedding and compare this to a Christian wedding (Hinduism and Christianity)</p> <p>Begin to show curiosity and ask questions about other religions.</p>
<p><u>Vocabulary, Values and Concepts</u></p> <p>Christianity, Christians, God, Jesus, God’s love, creation, thankfulness, celebration, Bible, stories, Christmas, Easter, caring, weddings, baptisms, thanksgiving, church community, faith, alter, lectern, pulpit, crucifix, candle, Vicar, Minister, arrest, crucifixion, resurrection, wisdom, justice stewardship.</p> <p>Judaism, Jew, synagogue, Shabbat, Abraham, Rabbi, ceremony.</p>		

RE in Lower Key Stage 2

During their time in Lower Key Stage 2, children will extend their knowledge and understanding of religions and worldviews recognising their local, national and global contexts. They will encounter and respond to a range of stories, artefacts and other religious materials. They will learn to recognise that beliefs are expressed in a variety of ways, and be able to use subject specific vocabulary for religious objects, places of worship and religious concepts or beliefs, for instance forgiveness, reconciliation, commandments, mosque.

Over the two-year cycle, children in Lower Key Stage 2 will have a three-term study of Christianity, encouraging pupils to activate and build upon prior learning from Key Stage 1. They will be able to explain how Christians see God and explain how they use the Bible for guidance, devotion and inspiration. Pupils will study the main beliefs, practices and celebrations from three other religions – Judaism, Islam and Buddhism, meanwhile learning to compare and contrast religions and give reasoned answers.

Pupils in Lower Key Stage 2 will be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. They will be able to express their own ideas in response to the material that they engage with, identifying relevant information and giving reasons to support their ideas and views. They will be encouraged to make connections between different aspects of religion and consider different forms of religious expression. Moreover they will begin to recognise diversity in religions, learning about similarities and differences both within and between religions and the importance of dialogue between them.

RE in Lower Key Stage 2 Cycle A

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Christianity Beliefs, Practices and Christmas</p> <p>To explain how Christians see God as the holy trinity (Father, Son and Holy Spirit)</p> <p>To recall the main events from the Christmas Bible stories, linking these stories with Christianity.</p> <p>Explain where Nazareth was and who Mary and Joseph were.</p> <p>Understand why King Herod wanted to find Jesus.</p> <p>Explain what Christians can learn from Jesus from the nativity stories.</p> <p>Explain some of the ways in which Christians celebrate Christmas.</p> <p>Raise relevant questions in response to religions studied and give reflective and reasoned answers.</p>	<p>Judaism Beliefs and Practices</p> <p>Explain the key beliefs of Jews.</p> <p>Explain the key events in a Jew's life (e.g. Bar Mitzvah) and suggest why they are important to Jews.</p> <p>Understand the importance of at least one festival (e.g. Passover or Rosh Hashanah)</p> <p>Describe why the Torah is important to Jews (e.g. given to God to Jews through Moses)</p> <p>Identify ways in which Jews show respect for the Torah.</p> <p>Explain why the 10 commandments are important to Jews.</p> <p>Raise relevant questions in response to religions studied and give reflective and reasoned answers.</p> <p>Light touch – Understanding Easter for Christians.</p>	<p>Islam Beliefs and Practices</p> <p>Explain the key beliefs of Muslims and understand how Muslims describe Allah.</p> <p>Know that all Muslims believe Muhammad to be a messenger of God (Prophet of God).</p> <p>Understand the Qur'an as the Muslim Holy Book.</p> <p>Explore the key features in a Muslim place of worship – Mosque (e.g. Qur'an, prayer mat, washroom, Imam, Mihrab, Qubba, crescent)</p> <p>Explain the importance of Ramadan to Muslims.</p> <p>Raise relevant questions in response to religions studied and give reflective and reasoned answers.</p>
<p><u>Vocabulary, Values and Concepts</u></p> <p>Christianity, Christians, God, Jesus, God's love, creation, thankfulness, celebration, Bible, stories, Christmas, Easter, caring, weddings, baptisms, thanksgiving, church community, faith, alter, lectern, pulpit, crucifix, candle, Vicar, Minister, arrest, crucifixion, resurrection, wisdom, justice, forgiveness, reconciliation, salvation, repentance, sin, hope, disciples, symbolism.</p> <p>Judaism, Jew, synagogue, Shabbat, Abraham, Rabbi, ceremony, Torah, Moses, Passover, Rosh Hashanah, commandments.</p> <p>Islam, Muslims, Muhammad, Qur'an, mosque, Imam, Mihrab, Qubba, crescent, Ramadan.</p>		

RE in Lower Key Stage 2
Cycle B

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Christianity The Bible</p> <p>Understand how the Bible is divided into the Old Testament and New Testament.</p> <p>Explain how the Bible is used by Christians for guidance, devotion and inspiration.</p> <p>Explain how Christians lead their lives as disciples and learn from Jesus' teaching.</p> <p>Understand the two greatest commandments for Christians.</p> <p>Explain the significance of parables (e.g. The Good Samaritan, The Prodigal Son) and what these teach Christians.</p> <p>Raise relevant questions in response to religions studied and give reflective and reasoned answers.</p> <p>Light touch – Understanding the significance of Christmas through school assemblies, Christmas concert, drama and exploration.</p>	<p>Christianity Easter & Good Friday</p> <p>To recall the main events from the Easter story (Last Supper, arrest, crucifixion & resurrection)</p> <p>Explain the importance of Jesus's words at the Last Supper.</p> <p>Understand how Christian's prayer is related to Good Friday.</p> <p>Explain the importance in Christianity of the cross and resurrection going together.</p> <p>Raise relevant questions in response to religions studied and give reflective and reasoned answers.</p>	<p>Buddhism Beliefs and Practices</p> <p>Describe who and where Buddhism was founded.</p> <p>Explain the key beliefs held by Buddhists.</p> <p>Understand the Tripitaka as the Buddhist holy book.</p> <p>Describe the features of a Buddhist temple (e.g. shrine, lectern, meditation area, incense) and describe what happens there.</p> <p>Discuss how the Buddha's Five Moral Precepts influence a Buddhist's daily life.</p> <p>Describe how Buddhists celebrate the festival of Wesak.</p> <p>Explain the Buddhist idea of 'Karma' and how actions have consequences.</p> <p>Compare and contrast with all religious/non-religious views previously studied.</p> <p>Raise relevant questions in response to religions studied and give reflective and reasoned answers.</p>

Vocabulary, Values and Concepts

Christianity, Christians, God, Jesus, God's love, creation, thankfulness, celebration, Bible, stories, Christmas, Easter, caring, weddings, baptisms, thanksgiving, church community, faith, altar, lectern, pulpit, crucifix, candle, Vicar, Minister, arrest, crucifixion, resurrection, wisdom, justice, forgiveness, reconciliation, salvation, repentance, sin, hope, disciples, symbolism, commandments, parables, Good Samaritan, Prodigal Son, Good Friday, resurrection.

Buddhism, Buddhist, Buddha, Tripitaka, temple, prayer, shrine, lectern, meditation, incense, Five Moral Precepts, Wesak, karma, enlightenment, samsara, lotus flower, Eightfold path.

RE in Upper Key Stage 2

Pupils in Upper Key Stage 2 will extend and deepen their knowledge and understanding of religions and worldviews recognising their local, national and global contexts. Building on their prior learning, they will learn to appreciate religions and worldviews in more systematic ways. They will encounter and respond to a range of stories, artefacts and other religious materials and debate and discuss religious issues. Pupils will draw on a wide range of subject specific language confidently and flexibly, learning to use the concepts of religions studies to describe the nature of religion.

By this point in Key Stage 2, pupils will have an in-depth understanding of the beliefs, practices and celebrations of Christianity. They will unpick Jesus's teachings to further understand how Christians follow the example of Jesus. They will outline, compare and contrast key Christian and Muslim beliefs about God and make links to other perspectives. Pupils will go on to study two further religions – Sikhism and Hinduism. They will gain knowledge on how these religions were founded, explore the main beliefs, and understand their religious symbols and places of worship. Pupils will investigate through gathering, selecting, organising and refining their questions and ideas about all religious/non-religious content previously studied.

Pupils in Upper Key Stage 2 will be encouraged to be curious and to ask challenging questions about religion, belief, values and human life. They will be able to express their own ideas in response to the material that they engage with, identifying relevant information and giving reasons to support their ideas and views. They should understand how beliefs influence the values and lives of individuals and groups, and how religions and worldviews have an impact on wider current affairs. They will develop their evaluative skills, showing reasoned and balanced viewpoints, when considering their own and others' responses to religious and spiritual issues.

RE in Upper Key Stage 2 Cycle A

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Christianity Beliefs and Practices</p> <p>Explain the roles of ‘Father, Son and Holy Spirit’ (Trinity) in the Christian view of God.</p> <p>Understand why Christians say Jesus is the ‘Son of God’; the ‘Christ’ and both ‘God and man’.</p> <p>Identify the ways that Christians believe that God is with them (e.g. prayer, worship, peace in difficult times).</p> <p>Outline, compare and contrast key Christian and Muslim beliefs about God and make links to other perspectives.</p> <p>Identify some of the reasons Christians believe/don’t believe in God.</p> <p>Investigate through gathering, selecting, organising or refining questions and ideas about religious/non-religious viewpoints.</p> <p>Light touch – Understanding the significance of Christmas through school assemblies, Christmas concert, drama and exploration.</p>	<p>Islam Beliefs and Practices</p> <p>Describe and explain key Muslim beliefs related to Allah (God); marriage and life after death.</p> <p>Explain and assess how all Muslims are part of the ‘Ummah’ by showing how the Five Pillars enable Muslims to have peace with God.</p> <p>Describe three ways in which Muslim worship shows devotion to Allah, making reference to life at home and in the mosque.</p> <p>Analyse how the main features of a mosque explain Muslim key beliefs.</p> <p>Identify and understand that Muslims believe the Prophets who came before Muhammad all taught the same message.</p> <p>Compare and contrast Christian and Muslim’s pilgrimages and reflect on how they affect believers.</p> <p>Investigate through gathering, selecting, organising or refining questions and ideas about religious/non-religious viewpoints.</p>	<p>Christianity Jesus</p> <p>Understand how Jesus was baptised and link this to baptisms in the church today.</p> <p>Understand how Jesus refused temptation and what this means to Christians.</p> <p>Understand the concept of a miracle.</p> <p>Retell a healing miracle (e.g. The Paralysed Man) and explain what this means to Christians.</p> <p>Understand how Christians follow the example of Jesus through demonstrating forgiveness, love, respect, tolerance, faith.</p> <p>Investigate through gathering, selecting, organising or refining questions and ideas about religious/non-religious viewpoints.</p>
<p><u>Vocabulary, Values and Concepts</u></p> <p>Christianity, Christians, God, Jesus, God’s love, creation, thankfulness, celebration, Bible, stories, Christmas, Easter, caring, weddings, baptisms, thanksgiving, church community, faith, altar, lectern, pulpit, crucifix, candle, Vicar, Minister, arrest, crucifixion, resurrection, wisdom, justice, forgiveness, reconciliation, sin, hope, disciples, symbolism, commandments, Trinity, Paralysed Man, miracles, parables, salvation, repentance, incarnation, sacrifice.</p> <p>Islam, Muslim, Allah, mosque, Ummah, five pillars, Muhammad, prophets.</p>		

RE in Upper Key Stage 2 Cycle B

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Hinduism Beliefs and Practices</p> <p>Describe various forms of worship that happen in a Hindu Temple including Puja.</p> <p>Outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu.</p> <p>Identify key Hindu symbols and explain their meaning (e.g. Aum, Swastika)</p> <p>Describe how and suggest why Hindus celebrate Diwali.</p> <p>Understand Hindu ways of welcoming a child. Compare and contrast with all religious/non-religious views previously studied (e.g. Christian Baptism)</p> <p>Explain the Hindu ways of understanding family. Compare and contrast with all religious/non-religious views previously studied.</p> <p>Investigate through gathering, selecting, organising or refining questions and ideas about religious/non-religious viewpoints.</p>	<p>Christianity Holy Week and Easter</p> <p>Recall the key events of Holy Week (Palm Sunday, Maundy Thursday, Good Friday) and begin to question them.</p> <p>Understand the terms 'free will' and 'determinism' and relate these terms to the crucifixion.</p> <p>Explain how the celebration of Easter links to the idea of Jesus reconciling people to God so that Christians can be forgiven.</p> <p>Question whether Jesus' life was part of a plan and relate these thoughts to own life.</p> <p>Understand the term 'atonement' in terms of Christianity and reflect on how this links to own life.</p> <p>Investigate through gathering, selecting, organising or refining questions and ideas about religious/non-religious viewpoints.</p>	<p>Sikhism Beliefs and Practices</p> <p>Describe how Sikhism began and the story of Guru Nanak.</p> <p>Explore the main Sikh beliefs.</p> <p>Describe the main features of a Gurdwara; describe what happens there and how the Guru Granth Sahib is treated.</p> <p>Identify the key Sikh symbols and explain their meaning (e.g. 5Ks). Consider a 5K commitment in modern day Britain.</p> <p>Explore the Sikhism way of welcoming and child/wedding ceremony. Compare and contrast with all religious/non-religious views previously studied.</p> <p>Investigate through gathering, selecting, organising or refining questions and ideas about religious/non-religious viewpoints.</p>

Vocabulary, Values and Concepts

Christianity, Christians, God, Jesus, God's love, creation, thankfulness, celebration, Bible, stories, Christmas, Easter, caring, weddings, baptisms, thanksgiving, church community, faith, altar, lectern, pulpit, crucifix, candle, Vicar, Minister, arrest, crucifixion, resurrection, wisdom, justice, forgiveness, reconciliation, salvation, repentance, sin, hope, disciples, symbolism, commandments, parables, **Holy Week, Palm Sunday, Maundy Thursday, Good Friday, free will, reconciliation, sacrifice, incarnation, atonement.**

Hinduism, Hindu, temple, Puja, Vishnu, Rama and Sita symbols, Aum, Swastika.

Sikhism, Sikh, Guru Nanak, Gurdwara, Guru Granth.