



Year 3 RE Medium Term Overview

Topic	Autumn 1 Perfect Pets	Autumn 2 Home and Away	Spring 1 A Peachy Adventure	Spring 2 A Step Back In Time	Summer 1 What Lies Beneath	Summer 2 Raiders and Invaders
Unit and Outcome	Concept: Identity The 5 Ks	Concept: Angels Angels	Concept: Authority Key events in Jesus' life	Concept: Changing Emotions The Easter story	Concept: Wisdom Guru Nanak and the other Gurus	Concept: Sacred (Places) Christian and Sikh places of worship
Topic Specific Vocabulary	Khalsa	halo	Messiah	crucifix	Guru	Sacred change= Gurdwara ?
Subject specific vocab	holy	spirit	bible	Disciples	leader	worship
General specific vocabulary	identity	messenger	Authority	emotions	wisdom	faithful
Prior Learning	This religious concept is not covered in KS1.	This religious concept is not covered in KS1. In the foundation stage, Living Difference III suggests that children can be taught 'Celebrating birth' which looks at the Christmas story and Jesus' birth and will involve discussing angles being present. Children will not go into detail about what angels are for any religion until year 3.	In year 2, children are taught about key events in Jesus' life such as the welcoming of Jesus on Palm Sunday Mark (11:1-10). In Summer 1 for year 2, the recommended concept to be taught is 'Authority' where children learn the importance and significance of Jesus within the bible. In Summer 2 for year 1, the recommended concept to be taught is 'Authority' where children learn about the key events in Jesus' life and how Jesus is an authority figure within Christianity.	In year 2, children will discuss their own ideas and experiences of being 'welcomed'. They will be taught about what 'welcoming' means and how Jesus was welcomed on Palm Sunday and use Mark (11:1-10) as the basis for understanding.	This religious concept is not covered in KS1.	In year 1, Living Difference III recommends that children study the concept 'special' and are taught about special places such as the Christian place of worship. In year 2, a recommended concept to study is 'specialness' where children understand that within a place of worship, there will be special books and special items/objects.
Later Learning	This religious concept is not covered again in KS2 or KS3. A concept that is covered that has links to 'identity' is 'Umma' (year 5) which focuses on being part of a community and therefore having an identity within a group.	In year 4, children are taught the concept of 'Angels' and communicate their own responses to angels and explore why there are angels in Matthew's Gospel of the Christmas story. They understand what the role of angels were in the story and study the responses to the angels from Joseph and Mary. In year 6, when studying the concept of 'interpretation', children will look at the birth narratives again and discuss the role of the angel within the narrative.	This religious concept is not explicitly taught again but there are other opportunities to look at 'authority' in other concepts. In year 6, when studying the concept 'God', children explore the authority figures within Islam and Christianity.	This religious concept is not explicitly taught again but there are many opportunities to explore 'Changing emotions' in other concepts. An example of this is in year 4 when they look at 'suffering' in the Easter story / in year 6 when children look at 'resurrection' and the varying emotions of characters in that biblical story.	This religious concept is not explicitly covered again. There are opportunities to discuss wisdom in year 6 in the context of religious figures being 'wise' when looking at the concept 'God'; they explore the traits of the Gods.	This religious concept is not explicitly covered again. In year 6, 'sacred places' is not explicitly taught however in the unit where the concept is 'God', children do look at places of worship in Christianity and Islam to be able to understand how believers can feel close to their Gods.
Year 3 Living Difference III Skills	<p>Communicate- Children are beginning to describe their own responses to the human experience of the concepts studied.</p> <p>Apply- They are beginning to describe examples of how their responses are, or can be, applied in their own lives and those of others.</p> <p>Inquire- They are beginning to describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).</p> <p>Contextualise- They are beginning to describe how these concepts are contextualised within some of the beliefs and/or practises and/or ways of life of people living a religious life in the religion studied.</p> <p>Evaluate- They are beginning to evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.</p>					

<p>More detailed knowledge required</p>	<p>The 5 k's are: Kesh (uncut hair) Kara (a steel bracelet) Kanga (a wooden comb) Kaccha (cotton underwear) Kirpan (steel sword)</p> <p>The 5 Ks together symbolise that the Sikh who wears them has dedicated themselves to a life of devotion to the Sikh religion and the Guru.</p> <p>A Guru is the spiritual guide/teacher within the Sikh religion.</p>	<p>The events of the Christmas story include two interpretations of different angels visiting Mary, Joseph and the shepherds.</p> <p>Angels are considered to be supernatural religious beings.</p> <p>Angels visit people with messages and advice.</p>	<p>Authority means being in charge and people following and obeying that figure.</p> <p>Jesus was a figure of authority in Christianity.</p> <p>Someone does not have to be physically present to be a figure of authority.</p>	<p>Emotions can change over time and some characters in the Easter story experience many changing of emotions before and after the crucifixion</p> <p>Suffering is when someone experiences pain either emotionally or physically. Jesus physically and emotionally suffered on the cross in the Easter story whereas his followers suffered emotionally.</p> <p>Christians view Jesus' suffering on the cross as the most important aspect and regard it with high significance. It reflects his dedication to them.</p>	<p>'Wise' means to be able to give good advice/ help others/ someone who other people respect and listen to.</p> <p>Guru Nanak is the founder of Sikhism and the first Guru of the religion. Sikhism is still based on his teachings today.</p> <p>A Guru is the spiritual guide/teacher within that religion</p>	<p>A church is a Christian place of worship.</p> <p>A Gurdwara is a Sikh place of worship.</p> <p>Within these places of worship there are objects and events that are important to that religion and have symbolic importance.</p>
<p>Linked Texts</p>	<ul style="list-style-type: none"> 'Sikh Gurdwara' by Lisa Magloff 	<ul style="list-style-type: none"> The Bible (John 11:25-26 and Luke 24:6-7) 'Heaven' by Nicholas Allan 'The Easter angels' by Bob Hartman 	<ul style="list-style-type: none"> 'Who is Jesus'? What did he do? Why do people remember him? By Christina Goodings 	<ul style="list-style-type: none"> The Bible 'Christianity' This is my faith – Herbert's story by Holly Wallace 	<ul style="list-style-type: none"> 'What do you believe? Religion and faith in the world today' by Aled Jones 	<ul style="list-style-type: none"> 'My Sikh community' Kate Taylor and Kaur Deogan 'Visiting a Gurdwara' by Kanwaljit and Ruth Nason



Year 4 RE Medium Term Overview

Topic	Autumn 1 Paws for Thought	Autumn 2 Villagers and Pillages	Spring 1 The Nowhere Emporium	Spring 2 Tragic Titanic	Summer 1 Mission: Survival	Summer 2 S.O.S Save Our Species
Unit and Outcome	Concept: Authority Sacred texts – the Bible and the Guru Granth Sahib	Concept: Holiness Madonna and Child	Concept: Ritual (Food) Food in rituals	Concept: Suffering Key events in the Easter story	Concept: Worship Christian and Sikh worship	Concept: Symbol (Trees) Trees as a symbol
Topic Specific Vocabulary	sacred	Annunciation	Eucharist	Crucifixion	Gurdwara	Paradise change =sin?
Subject specific vocab	scripture	Holy/holiness	Gurdwara change = Langar?	tomb	worship	Sin change – symbol?
General vocab	authority	revered	ritual	suffering	admire	Symbol change = interpretation
Prior Learning	It is recommend in Living Difference III that children are taught the concept of 'Authority' in the context of Christianity in years 1 and 2.	This concept is not covered in years 1, 2 or 3 but in the foundation stage children do study the concept of 'celebration' which looks at celebrating new life not within a specific religious context.	This religious concept is not covered in KS1.	In year 3, children are taught the concept: 'Changing emotions' which explores Jesus's emotions in the Easter story.	In year 3, children are taught the concept: 'Sacred Places' and specifically look at worship within the Christian and Sikh religions.	This religious concept is not covered in year 3 but in year 2, it is suggested that children are taught about the concept 'symbol' though exploring what bread represents in the Christian religion. In addition, in year 2, children can also be taught this concept through looking at what 'Light' represents in Advent and Hanukah.
Later Learning	Pupils are not taught this concept again in years 5 or 6. However, in year 6 children do study the concept of 'God' which does explore how a 'God' in any religion is a figure of authority. In KS3 (recommended in year 9) children can explore the concept of 'Authority' again within a Christian context.	Pupils are not taught this concept again in years 5 or 6. However, children do revisit the Christian birth narrative in year 6 which does spend time looking at Mary being told she would conceive a baby. In year 5, children study the Magi and how they told people of the birth of Jesus- this links back to Mary being told she would conceive a child.	In year 5, children are given opportunities to describe the concept of ritual and learn how ritual is used with food in Christianity and Islam. They will describe the value of these food rituals to Christians and Muslims and describe responses to food rituals in their own experience. Children should be encouraged to give examples of how food rituals affect their own lives too.	In year 5, children learn about the Easter story through art and text studies. Pupils reflect on the motivation behind Jesus' sacrifice and debate the idea that some sacrifices can be selfish and some are altruistic (e.g. "being a martyr"). In Year 6, pupils are taught about the crucifixion of Jesus at Easter. They will explore the empty cross as a symbol of sacrifice and explore and compare the different emotions of different characters within the story. They will evaluate what the sacrifice that Jesus made means specifically to Christians.	Pupils are not explicitly taught this concept again in upper KS2 or KS3. However in year 6, children do look at the different parts of the Church and Mosque and how certain aspects aid in peaceful worship e.g. music, prayer mats and shoes racks.	In year 5, children are taught the concept of 'Flight' as a symbol-entering into heaven. In year 6, children do not explicitly learn about the concept 'Symbol'. In KS3, children should be taught the concept 'Symbol' in relation to headwear worn in the Jewish faith. Pupils will evaluate the symbolism of the 'kippah'.

Year 4 Living Difference III Assessment	<p>Communicate- Children can describe their own responses to the human experience of the concepts studied.</p> <p>Apply- They can describe examples of how their responses are, or can be, applied in their own lives and those of others.</p> <p>Inquire- They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).</p> <p>Contextualise- They can describe how these concepts are contextualised within some of the beliefs and/or practises and/or ways of life of people living a religious life in the religion studied.</p> <p>Evaluate - They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.</p>					
More detailed knowledge required	<p>God is seen as the authority figure within all religions.</p> <p>Authority is the power to give orders or make decisions, the power/ right to direct or control someone or something.</p> <p>Someone who knows a lot about something and/or is respected or obeyed by others.</p>	<p>Madonna and child is a painting which represents Mary with her baby son Jesus.</p> <p>Holy means one who is 'perfect' and 'right'- one who should be respected and worshipped.</p> <p>'Announcement' means the embodiment by the angel Gabriel to Mary- Mary was given her child by the angel Gabriel.</p>	<p>Eucharist in Christianity is the ritual/remembrance of Jesus' last Supper with his disciples where he gave them bread and wine with the words, "This is my body," and "This is my blood."</p> <p>Disciple means follower of Jesus. Langar is a term used to refer to the food served at a Sikh temple. A Gurdwara is the Sikh temple-religious place of worship.</p>	<p>Jesus was sacrificed on the cross and experienced suffering.</p> <p>Without Jesus' suffering, the Easter story would not be considered a miracle. The suffering is what makes the story memorable and provokes deep thought and reflection.</p>	<p>Worship can mean to show adoration to a person/object – you 'look up' to that person. In a religious context, worship means to provide expression or to show adoration to a religious higher being- a God.</p> <p>A sacred place is somewhere that someone can go to feel safe/relaxed/happy or a place that has significant meaning. An example could be a football stadium. In a religious context, a sacred place is somewhere to reflect/speak to their God.</p>	<p>Symbols can mean different things to different people- positive and negative/open to interpretation.</p> <p>A tree can symbolise life, strength, growth, protection, shelter or food.</p>
Linked Texts	<ul style="list-style-type: none"> 'My Guru's blessings, book twelve' by Daljeet Singh Sidhu 	<ul style="list-style-type: none"> 'Where is Holy? What is God?' By Olivia Bryan and 	<ul style="list-style-type: none"> 'Take and eat: Bible stories for kids about the Eucharist' by Jared Dees 	<ul style="list-style-type: none"> Unofficial Bible for Minecrafters: Life of Jesus: Stories from the Bible told block by block Paperback – 21 April 2017 'Who is Jesus? What did he do? Why do people remember him?' By Christina Goodings 	<ul style="list-style-type: none"> We are Sikhs (My Religion and Me) 	<ul style="list-style-type: none"> 'Sikh Gurdwara' Lisa Mogloff



Year 5 RE Medium Term Overview

Topic	Autumn 1 A Land Faraway	Autumn 2 Into the Darkness	Spring 1 Walk Like and Egyptian	Spring 2 The Golden Age	Summer 1 A Twist in the Tail	Summer 2 Fun at the Fair
Unit and Outcome	Concept: Umma Islam – Umma - Community	Concept: Prophecy The Magi	Concept: Creation Myth Creation myths	Concept: Sacrifice The Easter story through art and text study	Concept: Ritual Eid & Ramadan	Concept: Symbol (Flight) Flight as a symbol
Topic Specific Vocabulary	Umma	Magi	Genesis	Martyr	Ramadan	prophet
Subject specific vocabulary	ritual	Scriptures	Qur'an	sins	fasting	spirit
General vocabulary	community	Prophecy	Deity	Sacrifice	routine	ascend
Prior Learning	This religious concept is not covered in KS1 or lower KS2.	This religious concept is not explicitly taught in KS1 or year 4. In year 3, the Living Difference III framework recommends that pupils are taught about the concept of 'Angels'. The Magi saw angles who told them the news of the prophecy- the birth of Jesus.	This religious concept is not explicitly taught in KS1. In year 3, the Living Difference III framework recommends that children are taught the concept 'myth' to help explore the idea that stories can be open to interpretation and some are viewed as true and not true.	In year 4 children study the concept of 'suffering' which is directly linked to this concept as Jesus suffered on the cross during the crucifixion.	This religious concept is not covered in KS1 or lower KS2.	In year 4, children explore the concept of 'symbol' again but in the context of trees. Children enquire into what the word 'symbol' means and contextualise within the Adam and Eve story- a tree of knowledge. Children evaluate why a tree can be a useful symbol for Christians.
Later Learning	In year 6, children do not explicitly learn about Umma or the concept of community in relation to Islam. In year 7, children will enquire into Muslim interpretations of the concept of Umma. Pupils are taught about prayer and 'wudu' and explore how the experience of Hajj (pilgrimage to the holy city of Mecca) helps enhance the experience of Umma. In year 7, children are also taught about the concept of community through exploring Buddhist beliefs- the 5 precepts.	In Year 6 pupils will be taught the concept 'Interpretation' which explores the two different accounts of the birth of Jesus- the Prophecy. One bible account from Matthew includes three wise men but in Luke's biblical account, there were only three shepherds. Children explore the symbolism of the three wise men and the gifts they brought for Jesus.	In year 6, children explore the concept of 'God' and compare the similarities and differences between the creation stories in Christianity and Islam.	In Year 6, pupils will be taught about the crucifixion of Jesus at Easter. They will explore the empty cross as a symbol of sacrifice and explore and compare the different emotions of different characters within the story. They will evaluate what the sacrifice that Jesus made means specifically to Christians.	In KS3, Living Difference III recommends that children are taught about the concept of 'Jihad' to explore responses to struggling and striving which can be contextualised within 'Ramadan.' It is also recommended that pupils study the concept of 'Islam' in relation to submission. Ramadan is a form of submission where you give up something/fast for an extended period of time to show your obedience to Islam and Allah.	In year 6, children do not explicitly learn about the concept 'Symbol'. In KS3, children should be taught the concept 'Symbol' in relation to headwear worn in the Jewish faith. Pupils will evaluate the symbolism of the kippah and if it matters even if you are not Jewish.

Year 5 Living Difference III Assessment	<p>Communicate- Children are beginning to explain their own response to the human experience of the concepts explored.</p> <p>Apply- They are beginning to explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.</p> <p>Inquire- Children are beginning to explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).</p> <p>Contextualise - They can begin to explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.</p> <p>Evaluate- They are beginning to evaluate the concepts by explaining their value to people living a religious life by drawing on examples.</p>					
More detailed knowledge required	<p>Umma is the collective community of Islamic people. Rituals, dress, promises, symbols, meeting place and codes of conduct are all part of Umma- a sense and feeling of belonging within the community.</p>	<p>Three wise men brought baby Jesus gifts- gold, frankincense and Myrrh. Gold- kingship/ ruler Frankincense- giving things to God. Acknowledgement of Jesus's priestly role. Myrrh- death / healing</p> <p>Prophecy is a prediction of what will happen in the future/ a message given to others from a higher being</p> <p>The term prophecy is significant within the story of the Magi.</p>	<p>A Myth is a traditional story</p> <p>God created the heavens and the earth in seven days. Adam and Eve were considered the first people of God and lived in the garden of Eden. It is believed that God created everything 'perfectly'.</p>	<p>Jesus died on the cross. Pontius Pilate chose Jesus to die instead of Barabbas because he wanted to be popular with the community of people.</p> <p>Some sacrifices can be selfish and some are altruistic (e.g. "being a martyr").</p>	<p>Ramadan is an Islamic tradition- a time for spiritual reflection and a time to show commitment to Allah and the Islamic faith</p> <p>Muslims abstain from eating any food, drinking any liquids, smoking cigarettes.</p> <p>This is a time for Muslims to show their spiritual discipline to their God. Eid signifies the end of Ramadan and there is a celebration.</p>	<p>Christians believe that Heaven is a place that you could go to after death.</p> <p>Flight can symbolise freedom and power and that flight can allow people/beings to reach higher places, both spiritually and physically.</p>
Linked Texts	<ul style="list-style-type: none"> • 'My Muslim Community' by Kate Taylor and Faiza Qureshi • 'Islamic Stories' by Anita Ganeri 	<ul style="list-style-type: none"> • 'This is the Star' by Joyce Dunbar and Gary Blythe 	<ul style="list-style-type: none"> • 'Christianity' by Sue Penney 	<ul style="list-style-type: none"> • 'Happy Easter. The festival of new life' by Joyce Bently 	<ul style="list-style-type: none"> • 'Ramadan and Id-Ul-Fitr' by Rosalind Kerven 	<ul style="list-style-type: none"> • 'A travel guide to Heaven for kids' by Anthony DeStefano



Year 6 RE Medium Term Overview

Topic	Autumn 1 Meet the Greeks	Autumn 2 Born to Survive	Spring 1 Dragonology	Spring 2 Lest We Forget	Summer 2 Location, Location, Location
Unit and Outcome	Concept: Messages Jesus: His teachings/ messages	Concept: Interpretation The Birth Narratives	Concept: God Different ideas about God in Christianity and Islam	Concept: Resurrection The Empty Cross	Concept: Ritual (Cycle of Life) Christian and Muslim birth and death ceremonies
Topic Specific Vocabulary	messiah	Emmanuel	trinity	Resurrection	religious rite
Specific vocabulary	preaching	disciple	Worship change = veil?	Symbolic	Ritual change – transcendent?
General vocabulary	parable	interpretation	Perceive change =refuge?	Optimism	tradition
Prior Learning linked to this religious concept	This religious concept is not covered in KS1 or lower KS2.	In Year 5 pupils are taught about the concept: 'Prophecy'. This is linked to the Magi where children look at who/what the Magi were in the birth narrative of Jesus.	In Year 5 pupils are taught about the concept: 'Creation Myths'. There is exploration into how God made the world and the potential perceptions of God based on this story.	In Year 5 pupils are taught about the concept: 'Sacrifice' where children look at the Easter story through art and text studies and how Jesus sacrificed himself.	In Year 5 pupils were taught about the concept of 'Symbol' (Flight). Children look at how Flight is a symbol of going into heaven which is explored as a common religious transcendent place people/beings go to after death.
Later Learning	Living Difference III recommends that in KS3, pupils are taught about the concept of 'Agape' (love). Within this, pupils will take a theological enquiry. They will look at Jesus' life, teachings, parables and miracles. An example of one of Jesus' teachings that they can explore is 'Woman at the well' (Jesus forgiving and washing away sins).	Living Difference III recommends that in KS3, children should explore who the early followers of Jesus were- a 'community of believers'. This is linked to the ideas that in the birth narrative, some people were believers and some were not- there were different interpretations. They will enquire into the 'community of believers' with discussions related to Jesus and his authority within the bible.	At KS3, children will explore the Christian ideas of the nature of God. Words such as omnibenevolent, omnipotent, omniscient and transcendence will be used to help describe potential thoughts about God. Children will look at Christian representations of God in art and/or accounts of Christian experiences of God. In KS3 children are taught about Tawheed- the oneness and uniqueness of Allah the Islamic God.	Resurrection within Christianity and Islam are not be covered again until KS4 however in KS3, children will be taught about life after death and resurrection in Humanism, Buddhism and Sikhism.	Living Difference III recommends that in KS3, children should explore rituals/rites of passage in Judaism, Humanism and Sikhism. Rituals in Christian and Islamic ceremonies do not specifically need to be covered.
Year 6 Living Difference III Assessment	<p>Communicate- Children can explain their own response to the human experience of the concepts explored.</p> <p>Apply- They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.</p> <p>Inquire- Children can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).</p> <p>Contextualise - They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.</p> <p>Evaluate- They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples.</p>				
More detailed knowledge required	God was a messenger and wanted people to hear his message and pass on the same message to others.	Interpretation means to have different responses/viewpoints about an event.	Allah- Islamic God God- Christian God	Jesus was crucified on the cross instead of Barbaras who was a murderer. He was placed into a tomb but his tomb was found empty- Jesus was raised from the dead by God.	A christening is a symbolic ritual in Christianity to show a baby is entering into the religion and the church. Holy water is sprinkled onto the baby's head.

	<p>These messages are called parables. Messages can change people's lives and affect the way they live and respond to others.</p>	<p>Luke and Matthew had two different interpretations of the Christmas story- in one interpretation there were three wise men who saw a star which signalled the birth of Jesus but in the other there was an angel in the sky who revealed themselves to a shepherd.</p>	<p>The Christian God and the Islamic God have many similarities as well as differences - Allah remains behind a veil and will never enter into this world but the Christian God is willing to show himself.</p> <p>Both Gods are considered to be protectors and you can seek refuge with both Gods. Allah sets rules for Muslims to follow but the Christian God does not.</p>	<p>Jesus showed himself after he had died in spiritual form which created a strong following of believers.</p>	<p>A candle is lit to show the presence of Jesus coming into the baby's life.</p> <p>The Islamic faith does not have a ceremony similar to a Christian Christening but has certain rituals for a new born baby:</p> <ul style="list-style-type: none"> - A new born baby's first words heard should be a Muslim prayer - The baby's first taste should be something sweet - After seven days the baby's head should be shaved - There is a celebration where friends and family come together seven days after the baby is born called a 'Aqeeqah' <p>Christians believe that when someone dies, they are judged by God. The 'righteous' go to Heaven.</p> <p>When a Christian dies, it is seen as the end of his/her life on earth. A funeral is held for friends and family to grieve for the person who has died and give thanks for their life.</p> <p>In the Islamic faith, it is believed that when someone dies the funeral has to be held within 24 hours of the person's death.</p> <p>A Muslim funeral is called a 'Janazah'. Muslims believe that life is a 'trial' in preparation for the eternal life to come after death. Muslims will only be allowed entry into Paradise (a form of heaven) if their good deeds in life outweigh the bad.</p>
<p>Linked Texts</p>	<ul style="list-style-type: none"> • 'Parables. Stories Jesus told' by Mary Hoffman and Jackie Morris 	<ul style="list-style-type: none"> • 'Our Christmas play' by Kathy Weston • 'The Bible Storybook' by Georgie Adams 	<ul style="list-style-type: none"> • 'The Story of Islam' by Rob Lloyd Jones 	<ul style="list-style-type: none"> • 'On that Easter morning' by Mary Joslin and Helen Cann 	<ul style="list-style-type: none"> • 'How high is Heaven?' by Lindsay Davis