



Religious Education Year 3 Long Term Plan

Themes (Number of weeks/Term)	Autumn 1 God: Hinduism 6 weeks	Autumn 2 God: Islam 6 weeks	Spring 1 God: Christianity 6 weeks	Spring 2: God: Christianity 6 weeks	Summer 1 What does it mean to live a good life? 6 weeks	Summer 2 What does it mean to live a good life? 6 weeks
NC Content/Coverage	Introduction to Hinduism	The 5 Pillars of Islam	Beliefs The Holy Trinity	Nicene Creed Pentecost Holy Communion	How Jews, Christians and Humanists live a good life.	How Muslims and Hindus live a good life. Comparing beliefs.
Substantive Knowledge/skills	- I can identify, describe and explain the core beliefs of Hinduism (leader who they follow, sacred text, and place of worship). - I can explain what the Trimurti is. - I can explain what Moksha and Samsara are. - I can explain what Dharma and Karma are. - I can identify the key symbols in Hinduism. (The lotus flower, Om and the Swastika). - I can recall what I have learned about Hinduism.	- I can identify and describe the core beliefs of Islam. (Name of religion, leader who they follow, sacred text, name of God and place of worship.) - I can explain what Shahadah is. - I can explain what Salah is. - I can explain what Zakat is. - I can explain what happens at Sawm. - I can explain what happens at Hajj.	- I can identify, describe and explain what Christians believe. (Name of religion, leader who they follow, sacred text, name of God and place of worship.) - I can explain what the Trinity is. - I can identify and describe the symbols of the Trinity. - I can identify symbols of the Trinity in art and everyday life.	- I can recall and describe the core beliefs of Christianity. - I can explain what the Nicene Creed is. - I can explain what Pentecost is. - I can explain what Holy Communion is. - I can recall what I have learned about Christianity.	- I can identify and describe the core beliefs of Jews, Christians and Humanists. - I can explain what we mean by the word 'good'. - I can explain how Jews live a good life. - I can explain how Christians live a good life. - I can explain what the Humanist principles are.	- I can recall and describe the core beliefs of Islam and Hinduism. - I can explain how Muslims live a good life. - I can explain how Hindus live a good life. - I can compare different beliefs.
Disciplinary Knowledge/Skills	Believing: I have begun to make and can	Believing: I have begun to make and can	Believing: I have begun to make and can	Believing: I have begun to make and explain	Believing: I have begun to make and explain	Believing: I have begun to make and explain



Believing: Making Sense of The Text: Living: Understanding The Impact: Thinking: Making Connections	explain simple links between stories, teachings and concepts studied and how Hindus live, individually and in communities. ● I have begun to describe how Hindus show their beliefs in how they worship and in the way they live. Thinking: ● I have begun to make links between and describe some Hindu beliefs and practices studied and life in the world today. ● I have begun to express some of my own ideas. ● I can suggest some ways in which the beliefs and practices of Hinduism might make a difference to how I think and live.	explain clear links between the Shahadah and the 5 Pillars of Islam. ● I can offer some suggestions about what the Shahadah can mean and give examples. Living: ● I can make simple links between the teachings of Islam and how people live, individually and in communities. ● I have begun to describe how Muslims show their beliefs in how they worship and in the way they live. ● I can identify and describe some differences in how Muslims put their beliefs into practice. Thinking: ● I have begun to make and can describe links between some Islamic beliefs and	explain clear links between the Holy Trinity and its relevance in Christianity. Living: ● I can make and explain simple links between the Holy Trinity and how people live, individually and in communities. ● I have begun to describe how Christians show their beliefs in how they worship and in the way they live. ● I can identify and describe some differences in how Christians put their beliefs into practice. Thinking: ● I have begun to make and can explain links between some Christian beliefs and practices and life in the world today. ● I can express some ideas of my own.	clear links between the Nicene Creed and its relevance in Christianity. ● I have begun to offer suggestions about what the Nicene Creed means and give examples. Living: ● I have begun to make and can explain simple links between the Nicene Creed and Christianity and how people live, individually and in communities. ● I have begun to describe how people show their Christian beliefs in how they worship and in the way they live. ● I can Identify and describe some differences in how people put their beliefs into practice. Thinking: ● I have begun to make and describe links between some	clear links between religious texts and what people of that faith believe. ● I have begun to offer suggestions about what religious texts can mean and give examples. Living: ● I have begun to make and explain simple links between the stories and teachings of Judaism and Christianity and how people live, individually and in communities. ● I have begun to describe how Jews, Christians and Humanists show their beliefs in how they worship and in the way they live. ● I can identify and describe some differences in how people put their beliefs into practice. Thinking:	clear links between religious texts and what people of that faith believe. ● I have begun to offer suggestions about what religious texts can mean and give examples. Living: ● I have begun to make and explain simple links between the stories and teachings of Islam and Hinduism and how people live, individually and in communities. ● I have begun to describe how Muslims and Hindus show their beliefs in how they worship and in the way they live. ● I can identify and describe some differences in how people put their beliefs into practice. Thinking: ● I have begun to make and explain
---	--	--	---	--	---	---



		practices and life in the world today. • I can express some ideas of my own. • I can suggest some ways in which the beliefs and practices studied might make a difference to how I think and live.	• I can suggest answers about how the beliefs and practices studied might make a difference to how I think and live.	Christian beliefs and practices and life in the world today. • I can express some ideas of my own. • I can suggest answers about how the beliefs and practices studied might make a difference to how I think and live.	• I have begun to make and explain links between some Christian and Jewish beliefs and practices and life in the world today. • I can express some ideas of my own. • I have begun to raise and respond to important questions. • I have begun to suggest answers about how the beliefs and practices studied might make a difference to how I think and live.	links between some of the Islamic and Hindu beliefs and practices and life in the world today. • I have begun to express some ideas of my own. • I have begun to raise and respond to important questions. • I have begun to suggest answers about how the beliefs and practices studied might make a difference to how I think and live.
Key vocabulary	Trimurti, Moksha, Samsara, Dharma, Karma	Shahadah, Salah, Zakat, Sawm, Hajj	Trinity, Holy Spirit, Triquetra, Bible	Nicene Creed, Pentecost, Holy Communion	Jews, The Torah, Christians, Bible, Humanists	Muslims, Qu'ran, Hindus, The Vedas



Additional/ Cross Curricular Opportunities/ Continuous Opportunities	Pupils will use their literacy skills to read and interpret religious texts. Continuous Opportunities ○ Small World/Role-Play: Figures of the Trimurti, home shrines and Mandirs for exploration; role-play worship or storytelling about Hindu beliefs. ○ Visual and Interactive Resources: labelled diagrams of the Trimurti, symbols (lotus, Om, Swastika) and sequencing cards for Dharma, Karma, Moksha, and Samsara. ○ Creative Activities: Make clay or paper symbols, draw diagrams of the Trimurti, or create posters illustrating Hindu beliefs. ○ Storytelling and Discussion: Story baskets or picture books about Hindu beliefs and festivals; discussion prompts for recall of learning. ○ Memory and Recall: Flashcards, matching or sorting activities to reinforce key terms and symbols.	Learners will use their literacy skills to read and interpret texts from the Qur'an. Pupils will use their Art and Design skills to explore Islamic art and symbolism. The children will use their drama/performance skills to act out Hajj. Continuous Opportunities ○ Role-Play/Small World: Mosque and Madrassah models, prayer mats, and artefacts for practising Salah, Zakat, and Hajj rituals. ○ Visual and Interactive Resources: Labelled diagrams, sequencing cards and pictures to show the Five Pillars, Sawm routines and Hajj steps. ○ Creative Activities: Make posters, drawings or models illustrating Shahadah, Zakat, fasting during Sawm and Hajj journeys. ○ Storytelling and Discussion: Story baskets or picture books about the Five Pillars and Muslim practices; discussion	Pupils will use their literacy skills to read and interpret Bible passages. The children will use their Art and Design skills to create artwork inspired by Christian symbols and the Trinity. Continuous Opportunities ○ Role-Play/Small World: Church settings, prayer areas or storytelling spaces to explore Christian beliefs and the Trinity. ○ Visual and Interactive Resources: Labelled diagrams of the Trinity, symbols (triangle, dove, interlinked shapes) and sequencing cards. ○ Creative Activities: Draw, paint, or make models of Trinity symbols; create posters showing examples in art or everyday life. ○ Storytelling and Discussion: Picture books or story baskets illustrating the Trinity and Christian beliefs; discussion prompts to support recall. ○ Memory and Recall: Flashcards, matching or sorting	Pupils will use their literacy skills to read and interpret Bible passages. In PSHE, the learners will consider values, ethical reasoning and how beliefs shape behaviour. Continuous Opportunities ○ Role-Play/Small World: Church settings, Holy Communion areas and storytelling spaces to explore Pentecost and the Nicene Creed. ○ Visual and Interactive Resources: Labelled diagrams, sequencing cards and posters illustrating the Creed, Pentecost and Communion rituals. ○ Creative Activities: Draw or make models of church symbols, Holy Communion items, or Pentecost flames; create posters summarising beliefs. ○ Storytelling and Discussion: Story baskets or picture books about Pentecost, Holy Communion and Christian beliefs; discussion prompts to support recall.	In PSHE, the learners will consider values, ethical reasoning and how beliefs shape behaviour. Continuous Opportunities ○ Role-Play/Small World: Scenarios demonstrating good actions in Jewish, Christian and Humanist contexts. ○ Visual and Interactive Resources: Posters, labelled diagrams, and sequencing cards showing moral choices and principles. ○ Creative Activities: Draw or make posters illustrating how different groups live a good life; design "good action" cards. ○ Storytelling and Discussion: Story baskets, picture books, or case studies showing moral decisions; discussion prompts to explore what "good" means. ○ Memory and Recall: Flashcards, matching, or sorting activities for values, principles and examples of living a good life.	Pupils will use their literacy skills to read and discuss how different people live according to their beliefs. Continuous Opportunities ○ Role-Play/Small World: Scenarios showing how Muslims and Hindus practise values and moral actions in daily life. ○ Visual and Interactive Resources: Posters, diagrams and sorting/sequencing cards to illustrate moral choices and principles in different religions. ○ Creative Activities: Draw or make posters showing how Muslims and Hindus live a good life; create comparison charts of different beliefs. ○ Storytelling and Discussion: Story baskets or picture books showing moral decisions; discussion prompts for comparing beliefs and actions. ○ Memory and Recall: Flashcards, matching, or sorting activities to reinforce
--	---	---	---	---	--	---



	o Practical Exploration: Hands-on activities demonstrating Karma and Dharma in everyday life or sequencing the cycle of Samsara.	prompts to support recall. - o Memory and Recall: Flashcards, matching or sorting activities for the Five Pillars and key rituals. - o Practical Exploration: Simulate aspects of pilgrimage or fasting routines or use scenarios to explore acts of charity (Zakat).	activities for symbols and key concepts. o Practical Exploration: Identify symbols in the classroom or local environment and discuss their meaning.	- o Memory and Recall: Flashcards, matching, or sorting activities for key concepts and symbols. - o Practical Exploration: Sequence rituals and explore the meaning of actions through role-play or small group activities.	o Practical Exploration: Role-play everyday moral decisions or compare actions across religions and Humanist principles.	understanding of different religious principles. o Practical Exploration: Role-play examples of moral decisions and explore similarities and differences across faiths.
	• Retrieval practice through regular quizzing and opportunities to ask children questions in assemblies etc. • Where religious festivals are celebrated, opportunities should be taken to ask children to recall prior knowledge and apply this to the current context. • Pupils will be encouraged to share their own experiences and religious beliefs. • Where significant people are studied across the curriculum, opportunities will be taken to discuss their religion where relevant.					
Commentary: Why are we teaching what we are teaching, in the order we are teaching it? What does each unit build on/prepare children for? How are resources and skills changing over time?	In KS1, the children will already have an awareness of the three religions studied: Hinduism, Islam and Christianity. All of the Year 3 units focus on the overarching theme of 'God'. 'God' is put first because by Year 3, the children are ready to move beyond simple stories and begin to explore beliefs more explicitly. Starting with God gives a foundation	In KS1, the children will have already explored the core beliefs of the Islamic faith. They will now move on from recognising the religious practices of Islam to understanding how beliefs shape daily life. The children will have been exposed to the Five Pillars of Islam in KS1 and will revisit these familiar KS1 ideas, but they will deepen their understanding though a	The children study the Holy Trinity at the start of their Christianity journey to establish a secure foundation for understanding Christian beliefs about God. The concept of the Trinity is central to Christian theology and underpins many Christian practices, celebrations and stories that pupils will encounter throughout Key Stage 2. The Trinity is central to Christianity and helps	After learning about the Holy Trinity pupils now study the Nicene Creed, Pentecost and Holy Communion to deepen their understanding of how Christian beliefs are expressed in practice. Knowledge of the Trinity helps pupils make sense of the Creed as a summary of core Christian beliefs. Learning about Pentecost builds on this by exploring the role of the Holy Spirit in	Children study two additional RE units to broaden their understanding of different religions and worldviews, develop respect and cultural awareness and see how beliefs influence people's lives and communities. These units also allow learning to be engaging and relevant to pupils' experiences.	This unit "What does it mean to live a good life?" builds on pupils' prior learning about how Jews, Christians and Humanists live well. They now explore how Muslims and Hindus approach living a good life and are encouraged to compare and reflect on similarities and differences between these beliefs. This helps pupils develop moral understanding, empathy and the ability to see



	for everything else. At this stage, the children will begin to think more abstractly and be able to compare ideas and beliefs. As pupils have already been introduced to some aspects of Hinduism in KS1, they begin Year 3 by revisiting and extending this knowledge. This allows them to build secure foundations before exploring the religion in greater depth. Revisiting prior learning also supports pupils in making meaningful connections between beliefs, practices and values. As part of our spiral curriculum, their understanding of Hinduism is continually developed and revisited, enabling them to compare similarities and differences with other religions they study, such as Islam and Christianity. For example, in the Summer 2 unit, pupils draw on their prior learning to compare key beliefs and practices in Hinduism and Islam, deepening both their knowledge and their	more detailed exploration. This learning will secure pupils' understanding ready to be built upon in KS3 where they study the Five Pillars of Islam in depth, exploring the meaning, purpose and ethical significance of each Pillar and how they shape the lives, beliefs and community identity of Muslims.	pupils make sense of key ideas about God, Jesus and the Holy Spirit that recur throughout KS2. At this stage, pupils are ready to explore more abstract concepts, and this learning supports later understanding of Christian worship, prayer and festivals. Starting with the Trinity provides a clear framework for deeper learning as pupils progress through the RE curriculum. The concept of the Trinity is then revisited and developed in greater depth in KS3, considering theological interpretations, its impact on Christian worship and how it compares with beliefs in other religions.	the life of the Church, while Holy Communion shows how beliefs about Jesus are remembered and lived out through worship. This sequence supports pupils in understanding the connection between belief and practice, which is a key focus of our RE curriculum. This learning is then revisited and built upon in KS3, when pupils explore these key Christian beliefs and practices in greater depth, considering their theological meaning, historical context and significance in worship. This encourages pupils to make connections between belief and practice and to reflect critically on how Christians understand and live out their faith.	This unit "What does it mean to live a good life?" helps children explore moral values, choices and behaviour from religious and non-religious perspectives. The unit encourages reflection on right and wrong, supports empathy and develops ethical understanding and revises key knowledge taught over the year. This unit helps to prepare children for RE in KS3 where they will explore how to live a good life by examining moral and ethical ideas from religious and non-religious perspectives deepening the foundations laid in KS2.	how religious and non-religious values shape people's choices and actions. This unit prepares children for RE in KS3 where they explore how Muslims and Hindus understand and strive to live a good life, examining key beliefs, practices and moral guidance. They compare these perspectives with other religious and non-religious worldviews, reflecting on similarities and differences and considering how beliefs shape people's choices and behaviour. This develops ethical understanding, empathy and the ability to articulate informed personal responses.
--	--	--	---	--	--	--



	understanding of religious diversity. In KS3, pupils study Hinduism in depth by exploring its core beliefs, sacred texts, practices and ethical teachings, developing their ability to explain diversity within Hinduism and to evaluate how beliefs shape meaning and moral choices in the modern world.					
Adaptations for LA pupils	○ Provide visual supports: labelled diagrams, pictures of the Trimurti and symbols. ○ Use matching and labelling activities for symbols and key concepts. ○ Incorporate role-play, storytelling and practical examples to show concepts like Dharma and Karma in everyday life.	○ Provide visual supports: labelled diagrams, pictures of prayer charity, fasting and Hajj rituals. ○ Use matching and sequencing activities for the steps of worship and Hajj. ○ Incorporate role-play, storytelling and practical examples to demonstrate daily practices or festival rituals.	○ Provide visual supports: labelled diagrams of the Trinity, pictures of symbols (triangle, dove, interlinked shapes). ○ Use matching or labelling activities for Trinity symbols and representations. ○ Incorporate role-play, storytelling or drawing activities to explore the concept and symbolism.	○ Provide visual supports: labelled diagrams, pictures of Holy Communion, Pentecost and church symbols. ○ Use matching, sequencing and labelling activities to reinforce understanding of rituals and beliefs. ○ Incorporate storytelling, role-play or practical examples to demonstrate beliefs and celebrations.	○ Provide visual supports: pictures, diagrams or storyboards showing examples of good actions. ○ Incorporate role-play, storytelling, or real-life examples to explore moral decisions and behaviours.	○ Provide visual supports: pictures, diagrams, or storyboards showing how Muslims and Hindus practice good actions. ○ Incorporate role-play, storytelling, or real-life examples to explore moral decisions and behaviours.
	○ Use simple, clear language with key terms repeated regularly. ○ Provide sentence stems or templates for explaining ideas. ○ Use matching or sorting activities. ○ Use memory aids and recall activities: flashcards, discussion prompts, sequencing card, picture cards or simple quizzes. ○ Break tasks into small, manageable steps with frequent check-ins to ensure understanding frequently.					
Adaptations for GD pupils	● Encourage pupils to explain	● Encourage pupils to explain	● Encourage pupils to explain	● Encourage pupils to explain	● Encourage pupils to compare and	● Encourage pupils to compare and



	the <i>meaning, significance and connections</i> between Hindu concepts (e.g. how karma links to samsara and moksha), not just define them. • Use higher-order questioning (e.g. “How do these beliefs shape how Hindus live their lives?” “Why are these concepts important in understanding Hinduism?”). • Challenge pupils to compare Hindu beliefs and concepts with those from other religions or worldviews. • Explore how symbols (e.g. Om, lotus flower, Swastika) communicate deeper religious meanings and beliefs. • Expect pupils to use precise religious vocabulary and explain concepts	the <i>meaning, significance and connections</i> between Islamic beliefs and the Five Pillars, not just describe them. • Use higher-order questioning (e.g. “How do the Five Pillars shape a Muslim’s whole life?” “Why are these practices so important in Islam?”). • Challenge pupils to make clear links between core beliefs (e.g. tawhid, Prophethood, Qur’an) and each pillar of Islam. • Compare Islamic practices with those in other religions or worldviews, identifying similarities and differences. • Explore how the Five Pillars demonstrate commitment, worship, and community in Islam.	the <i>meaning, significance and connections</i> between Christian beliefs, rather than just describe them. • Use higher-order questioning (e.g. “Why is the Trinity important to Christians?” “How does this belief affect worship and daily life?”). • Challenge pupils to explain how and why the Trinity is represented through symbols in art and everyday life. • Explore different interpretations of the Trinity within Christianity and how understanding may vary. • Encourage pupils to compare Christian beliefs about God with beliefs in other religions or worldviews. • Expect pupils to use precise religious vocabulary and	the <i>meaning, significance and connections</i> between Christian beliefs and practices, not just describe them. • Use higher-order questioning (e.g. “How does the Nicene Creed summarise Christian belief?” “Why is Pentecost important for Christians today?”). • Challenge pupils to link beliefs about God, Jesus, and the Holy Spirit to practices such as Holy Communion and worship. • Explore different interpretations and expressions of belief across Christian denominations. • Encourage pupils to compare Christian beliefs and practices with those in other religions or worldviews. • Expect pupils to use precise religious	evaluate how Jews, Christians and Humanists understand and define what it means to live a “good life”. • Use higher-order questioning (e.g. “Can people be good in different ways?” “What influences moral choices in each worldview?”). • Challenge pupils to make clear links between beliefs (e.g. God, Torah, teachings of Jesus, Humanist values) and actions in daily life. • Explore similarities and differences between religious and non-religious approaches to morality and ethics. • Encourage pupils to justify opinions using evidence, examples and reasoning.	evaluate how Islamic and Hindu beliefs shape ideas of a “good life”, giving clear reasons for similarities and differences. • Use higher-order questioning (e.g. “How do beliefs influence actions in each religion?” “What do these similarities and differences tell us about each faith?”). • Challenge pupils to make explicit links between key beliefs (e.g. Allah, Qur’an, karma, dharma) and daily living. • Explore variation in practice within both Islam and Hinduism across different communities. • Encourage pupils to justify comparisons using evidence, examples and accurate religious vocabulary. • Provide opportunities for
--	--	---	--	--	--	--



	using examples and reasoning. • Provide opportunities for independent enquiry into Hindu beliefs, deities, and symbolism. • Expect pupils to synthesise learning when recapping, making clear links between key concepts and ideas.	• Expect pupils to use precise religious vocabulary and support explanations with reasoning and examples. • Provide opportunities for independent enquiry into Islamic worship, practice, and lived experience.	justify interpretations using reasoning and evidence. • Provide opportunities for independent enquiry into Christian symbolism in art, churches and culture.	vocabulary and support explanations with evidence and reasoning. • Provide opportunities for independent enquiry and synthesis when recapping learning about Christianity.	• Provide opportunities for structured discussion and debate around moral questions. • Expect pupils to use precise vocabulary and develop balanced, reasoned conclusions.	structured discussion and reasoned judgement. • Expect pupils to synthesise learning into clear, balanced conclusions.
--	---	--	---	---	---	---



Resources/approaches	Rosenshine's principles ○ Images or figures of the Trimurti and Hindu deities. ○ Artefacts for home shrines or Mandirs (small bowls, bells, diya lamps). ○ Storybooks and picture books about Hindu beliefs, Dharma, Karma, Moksha, and Samsara. ○ Posters, labelled diagrams and sequencing cards for key concepts and symbols (lotus, Om, Swastika). ○ Craft materials for making symbols, posters, or diagrams. ○ Flashcards and sorting/matching activities to support recall of learning.	Rosenshine's principles ○ Images or figures of Mosques and Madrassahs. ○ Artefacts for prayer and worship (prayer mats, prayer beads). ○ Storybooks and picture books about Shahadah, Salah, Zakat, Sawm and Hajj. ○ Posters, labelled diagrams and sequencing cards for the Five Pillars and key rituals. ○ Craft materials for making festival or ritual illustrations. ○ Flashcards and matching/sorting activities to support recall of learning.	Rosenshine's principles ○ Images or figures of churches and Christian symbols (crosses, doves, triangle shapes). ○ Artefacts used in worship and teaching about the Trinity. ○ Storybooks and picture books about Christian beliefs and the Trinity. ○ Posters, labelled diagrams and sequencing cards for key symbols and concepts. ○ Craft materials for making Trinity symbols, posters, or diagrams. ○ Flashcards and matching/sorting activities to support recall of learning.	Rosenshine's principles ○ Images or figures of churches, symbols and Holy Communion items (bread, chalices, candles). ○ Artefacts used in worship and rituals. ○ Storybooks and picture books about the Nicene Creed, Pentecost and Holy Communion. ○ Posters, labelled diagrams and sequencing cards illustrating rituals and key concepts. ○ Craft materials for making posters, diagrams, or models of church symbols and celebrations. ○ Flashcards and matching/sorting activities to support recall of learning.	Rosenshine's principles ○ Images or figures illustrating moral actions and values in Jewish, Christian and Humanist contexts. ○ Storybooks and picture books about living a good life, moral choices and Humanist principles. ○ Posters, labelled diagrams and sequencing cards showing examples of good actions and principles. ○ Craft materials for making posters, "good action" cards, or diagrams illustrating moral choices. ○ Flashcards and matching/sorting activities to reinforce key concepts. ○ Role-play resources or scenario cards to explore moral decisions in different contexts.	Rosenshine's principles ○ Images or figures showing how Muslims and Hindus practise moral actions and values. ○ Storybooks and picture books about living a good life in different religions. ○ Posters, labelled diagrams, and sequencing cards to illustrate moral choices and principles. ○ Craft materials for making comparison charts, posters, or "good action" cards. ○ Flashcards and matching/sorting activities to support recall and comparison. ○ Role-play resources or scenario cards to explore moral decisions and similarities/differences between beliefs.
Career links	Teacher/Educator Social Worker Healthcare Professional Community/ Religious Leader Humanitarian and Charity worker	Teacher/Educator Social Worker Healthcare Professional Community/ Religious Leader Humanitarian and Charity worker	Teacher/Educator Social Worker Healthcare Professional Community/ Religious Leader Humanitarian and Charity worker	Teacher/Educator Social Worker Healthcare Professional Community/ Religious Leader Humanitarian and Charity worker	Teacher/Educator Social Worker Healthcare Professional Community/ Religious Leader Humanitarian and Charity worker Law and Public Service Researcher	Teacher/Educator Social Worker Healthcare Professional Community/ Religious Leader Humanitarian and Charity worker Law and Public Service Researcher



			Arts and Creative Industries (visual arts, media, storytelling)	Arts and Creative Industries (visual arts, media, storytelling)		
--	--	--	---	---	--	--