



# The LETTA Trust



| Religious Education – A Progression of Knowledge & Skills |   |                |   |   |
|---|---|----------------|---|---|
| Year group  | term  | topic          | skills  | knowledge   |
|   |   |                | <b>Composite: Question: Which stories are special and why? (Strand: Believing)</b><br>Example Answer: I know the story..... from the Bible/Quran is special to Muslims/Christians because it tells stories from the life of Jesus/Muhammed.   |   |
| YN  | aut   | Me & My Family | <p>To develop positive attitudes about the differences between people</p> <p>To identify some of your own feelings in the religious stories you hear (pg.4)</p> <p>To name and identify features of the Bible (pg. 5)</p> <p>To name and identify features of the Quran (pg 11)</p> <p>To identify the similarities and differences between different people's special stories (pg12)</p> | <p>To know some stories that are special to Christians (pg 7&amp;8)</p> <p>To know some stories are special to Muslims (pg 10)</p>  |
|   | <b>Communication and Language</b><br><b>Vocabulary:</b> Special, Bible, Jesus, Christian, Muslim, Quran, Muhammed |                |   |   |
| YN  | spr   | Me & My World  | <p>To continue to develop positive attitudes about the differences between people</p> <p>To identify some of the qualities of a good friend and identify their own good friends (pg. 10)</p>  | <p>To know who is special to you and why. (pg.4)</p> <p>To know why some people are special. (pg. 6)</p> <p>To know stories Sikh people tell about a special person (Guru Nanak)(pg. 8)</p> <p>To know a story ( of Zacchaeus) that shows Jesus being a good friend and caring for others (pg.15)</p> |
|   | <b>Communication and Language</b>   |                |   |   |





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|  |     |               | <b>Vocabulary:</b> Guru Nanak, Zacchaeus, Jesus, Christian, Bible, Sikh  |
|  | sum | Me Growing Up | <p><b>Composite: Question: Which places are special and why? (Strand: Expressing)</b><br/>Example answer: I know that the Mosque/Church is a special place because it is where people go to talk to God. (A child may list features of a mosque or church or give examples of what they do there.)</p> <p>To continue to develop positive attitudes about the differences between people</p> <p>To be able to talk about somewhere that is special to me (pg.4)</p> <p>To identify some significant features of the outside and inside of a church (pg.8)</p> <p>To identify some significant features of a Mosque (pg.12)</p> <p>To work as part of a group, sharing and taking turns in order to create a place that is special to everyone. (pg. 16)</p> <p>To know where a special place is for Christians to go. (pg. 6)</p> <p>To know where a holy place is for Muslims to go. (pg. 10)</p> |
|  |     |               | <p><b>Communication and Language</b></p> <p><b>Vocabulary:</b> Church, Mosque, Holy</p>  |

| Year group | term | topic          | skills   | knowledge   |
|------------|------|----------------|--|---|
| YR         | aut  | Me & My Family | <p><b>Composite: Question: What times are special and why? (Strand: Expressing)</b><br/>Example answer: Diwali is a special time for Hindus because.. and refer to the story of Rama and Sita. A child may say how Hindus celebrate (an acceptable answer could refer to any of the celebrations they learn about.</p> <p>To recognise that people have different beliefs and celebrate special times in different ways</p> <p>To give examples of special occasions that they and others have experienced and suggest features of a celebration (pg.3)</p> <p>To say why festivals are special times for members of faith communities. (pg. 15)</p> | <p>To know what happens at Sukkot and why. (pg. 6)</p> <p>To know why Diwali is a special time for Hindus. (pg. 9)</p> <p>To know what happens at Christmas and</p> |





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|     |               |   | why. (pg. 11)  |
|     |               | <b>Communication and Language</b><br><b>Vocabulary:</b><br>Sukkot, Jewish, Judaism, Hindu, Hinduism, Diwali, God, Mary, Joseph, Angel, Christmas  |  |
| spr | Me & My World | <b>Composite Question: Where do we belong? (Strand: Living)</b><br>Example answer: I belong in my family. I belong to Bygrove. You can belong to lots of different groups. You can belong to a Christian group, a Muslim group or Hindu Group too.              |  |
|     |               | To understand that some places are special to members of their community.   |  |
|     |               | To retell the story of Jesus blessing the children, making connections with personal experiences. (pg. 6)<br><br>To recognise and talk about groups to which they belong. (pg.8)  | To begin to know some Christian beliefs about how people are special to God. (pg.4)<br><br>To know how babies are welcomed into the Christian family. (pg.10).<br><br>To know how babies are welcomed in the Muslim religion (pg. 12)<br><br>To know how Hindu brothers and sisters show their love for each other at a festival. (pg. 14) |
|     |               | <b>Communication and Language</b><br><b>Vocabulary:</b> Baptism, God, Cross, Christening, Shahadah, Allah, Aqiqah, Raksha Bandhan   |  |
| sum | Me Growing up | <b>Composite: Question: What is special about our world? (Strand Living).</b><br>Example answer: The world is special because... (each child will draw on own experience and feelings and may give examples from the creation story or the stories of Muhammed. |  |
|     |               | To talk about things I find interesting, puzzling or wonderful in nature and also about my own experiences and feelings about the world. (pg. 4)  | To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (ELG)  |
|     |               | To talk about why some people say the world is special and my own experiences and feelings of the world. (pg. 6)<br><br>To re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings. (pg.8)                  |  |





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|  |  | <p>Express ideas about how to look after wildlife and what is said about God, the world and human beings in response to the stories of Muhammad and the Crying Camel and Muhammad and the Kittens. (pg.13-15)</p> <p>Talk about what people do to mess up the world and what they do to look after it. (pg.16)</p> |  |
| <p><b>Communication and Language</b></p> <p><b>Vocabulary:</b> Muhammed, Genesis 1, Bible, Torah, Creation, God, Community</p> |  |  |  |

| Year group | term | topic            | skills  | knowledge  |
|------------|------|------------------|---|--|
| Y1         | aut  | Once Upon a Time | <p><b>Composite: Question-Who is a Muslim and what do they believe? (strand-Believing)</b><br/>           Example answer: Muslims believe in one God and Muhammed as their prophet. Their special book is the Quran, they fast in Ramadan and celebrate Eid-ul- Fitr.</p> |  |
|            |      |                  | <p>To respond sensitively to what matters to Muslims and what matters to me (embedded in multiple lessons).</p>   | <p><b>Knowledge:</b><br/>           Identify some ways a Muslim might describe God. (page 4)</p> <p>To know who Prophet Muhammad was, and why he is important to Muslims. (page 5)</p> <p>To recognise and describe the significance of particular objects and places to Muslims. (pages 8-10)</p> <p>To recognise how important the Qur'an is to Muslims. (page 11-12)</p> <p>To identify some ways Muslims mark Ramadan and celebrate Eid Ul-Fitr. (page 13)</p> |
|            |      |                  | <p><b>Vocabulary:</b><br/>           Jonah, Lord's Prayer</p>   |  |
|            |      |                  | <p><b>Composite Question: Who is a Christian and what do they believe? (Strand: Believing)</b><br/>           Example answer: A Christian believes in God and Jesus as the son of God. Their holy book is the Bible and they pray.</p>                                    |  |





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|  |     | <p>To retell a story that shows what Christians might think about God (Pg 8-10)</p> <p>To retell stories told by Jesus and about Jesus (Pg 14-15)</p>   | <p><b>Question: Who is a Christian and what do they believe? (Strand: Believing)</b></p> <p>To know who is a Christian and what they believe (Page 4)</p> <p>To know what Christian beliefs about God and Jesus (Pg 5-7)</p> <p>To know why Jesus is important to Christians (Pg 11-13)</p> <p>To know why Christians pray (Pg 16-17)</p>                                    |
| <p><b>Vocabulary:</b><br/>Prophet, Qur'an, Allah, Islam, Ramadan, Eidul Fitr</p> |     |   |  |
|  |     | <p><b>Composite: Question-Who is Jewish and what do they believe?</b><br/>Example Answer: Jewish people believe in one God. Their special book is the Torah. They celebrate Hanukkah and Shabbat.</p> |  |
|  | sum | We love London  | <p><b>Knowledge:</b></p> <p>To know about objects that can be found in Jewish homes. (page 4-5)</p> <p>To know what a mezuzah reminds Jewish people of (Page 6-7)</p> <p>To know how and why Jewish people celebrate Shabbat (page 8-11)</p> <p>To know about the story of Chanukah and the the Jewish practises that help them reflect on its important aspects (12-14)</p> |
| <p><b>Vocabulary:</b><br/>Shabbat, Mezuzah, Chanukah</p>                         |     |   |  |

| Year group | term | topic       | skills  | knowledge   |
|------------|------|-------------|---|---|
| Y2         | aut  | Fire! Fire! | <p><b>Composite: Question: What can we learn from sacred books?</b><br/>Example answer: I know that a holy book for Christians is the Bible and the stories within them are special to many people and should be treated with respect (some children may give examples of stories and their significance)</p> |   |
|            |      |             |   | <p><b>Knowledge</b></p> <p>To know what a holy book is. (Pg4)</p> <p>To know what Jesus taught about God in a story (Pg6)</p> |





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|   |                   |   | <p>To recognise that sacred texts contains teachings that are special to many people (Pg8)</p> <p>To know a Jewish story from the Torah (Pg 12)</p> <p>To learn a story about Prophet Muhammad (Pg 14)</p> <p>To recognise that the story of Jonah is in more than one holy text and is shared by people of different religions (Pg16)</p> |
| <p><b>Vocabulary:</b><br/>Sefer Torah,Jonah,Angel Jibril,Muhammed,Yad</p> |                   |   |  |
| spr   | The Secret Garden | <p><b>Composite: Question-How and why do people celebrate special and sacred times? (Strand: Believing)</b><br/>Example answer: Christians celebrate Easter to celebrate the re-birth of Jesus. Jews celebrate Passover in memory of the time Jews had to leave Egypt in a haste. Muslims celebrate Eid Ul Fitr after fasting for a whole month in Ramadan.</p> |  |
|   |                   | <p>To identify and describe a special time you celebrate (Pg 4)</p> <p>To retell stories connected with Easter (Page 5-6)</p> <p>To identify similarities and differences between celebrations of Pesach and Easter (9-11)</p>  | <p>To know how Christians celebrate Easter (Pg 7)</p> <p>To know what matters most at Easter (Pg 8)</p> <p>To know what Muslims celebrate at Eid-ul Fitr (Pg 12)</p>   |
|   |                   | <p><b>Vocabulary:</b><br/>Easter, Palm Sunday, Pesach, Ramadan</p>  |  |
| sum   | Globetrotters     | <p><b>Composite: Question: What makes some places sacred?</b><br/>Example answer: A mosque is a place where Muslims pray. A church is where christians pray. A synagogue is a place where Jewish people pray. People go there to be friendly, thoughtful, to find peace, to feel close to God.</p>  |  |
|   |                   | <p><b>Skills</b><br/>To identify similarities and differences between places of worship (pg.12)</p> <p>To explain why places of worship are important to the community (pg. 13)</p>   | <p><b>Knowledge</b><br/>To know that there are special places where people go to worship (pg. 4-5)</p> <p>To know which place of worship is sacred for Christians (pg. 6-7)</p>  |





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|  |  |  |  | <p>To know which place of worship is sacred for Jewish people (pg. 8-9)</p> <p>-To know which place of worship is sacred for Muslims (pg 10-11)</p> |
| <p><b>Vocabulary:</b><br/>         church, altar, cross, crucifix, font, lectern, synagogue, ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), bimah, mosque/masjid, wudu; calligraphy, prayer mat, prayer beads, mimbar, mihrab, muezzin.</p> |  |  |  |   |

| Year group | term | topic                 | skills  | knowledge  |
|------------|------|-----------------------|---|--|
| Y3         | aut  | Invaders and settlers | <p><b>Composite: Question: What do different people believe about God? (Strand: Believing)</b><br/>           Example answer: Christians describe God as the Father, Son and Holy Spirit. Muslims have 99 names for Allah (children might pick any religion that they have learnt about and describe that religions description of God including humanists beliefs about God)</p> |  |
|            |      |                       | <p>Give reasons for their own idea about God (Pg 4-5)</p> <p>To describe ways in which Christians describe God (Pg 6-7)</p> <p>To describe ways in which Muslims describe God (Pg 10-11)</p> <p>To describe ways in which Hindus describe God (Pg 13-14)</p> <p>To describe the similarities and the differences between different ideas about God. (Pg 19)</p>                   | <p>To know humanists beliefs about God (Pg 17-18)</p>  |
|            |      |                       | <p><b>Vocabulary:</b><br/>           God, Father, Son, Holy Spirit, Moses, Shahadah, Murti, Humanist</p>  |  |
|            | spr  | Super humans          | <p><b>Composite: Question- Why are festivals important to religious communities?</b><br/>           Example answer: Easter is important to Christians because Jesus was resurrected and Jesus is important to Christians. (children might pick any religion they have learnt about)</p> <p>■ L2_5_Why_are_festivals_important_to_religious_communities.pdf</p>                    | <p><b>Knowledge</b><br/>           To know about the Christian celebration of Easter (merge pages 5-9)</p> <p>To know why Diwali is significant to Hindus (pg 10-12)</p> |





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|   |     |                      | <p>To know about the Muslim celebration of Eid ul Fitr (pg13)</p> <p>To know about the Jewish celebration of Pesach (pg 14-15)</p>  |
| <p><b>Vocabulary:</b> Easter, Holy Trinity, Pesach, Passover, Charity, rebirth, crucifixion, Palm Tuesday, Ash Wednesday, Sabbath, Good Friday, Easter Sunday, Revelation</p> |     |                      |   |
|   |     |                      | <p><b>Composite: Question: What can we learn from religions about deciding what is right and wrong? (strand- Living)</b></p> <p>Example answer: I know that religions have rules that you must follow so that you know what is right and wrong. Jewish and Christian people follow the Ten Commandments and try to live their life according to these rules.</p>  |
|   | sum | Rainforest Explorers | <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-To know the Golden Rule in different religions and world views (pg. 4-5)</li> <li>-To know about the Ten Commandments and how they help Jewish people live their lives (Pg.6)</li> <li>-To know what Christianity says about how to live a good life (pg.7-8)</li> <li>-To know how people can decide what is right and wrong without God's help (9-10)</li> <li>-To know what religious stories tell believers about temptation (Pg. 11-12)</li> <li>-To know how religious teachings have affected someone's actions (13-14)</li> </ul> |
| <p><b>Vocabulary:</b><br/>temptation, sin, reward</p>   |     |                      |   |

| Year group | term | topic | skills  | knowledge |
|------------|------|-------|---|-----------|
| Y4         | aut  |       | <p><b>Composite: Question- Why do people pray? (Strand: Expressing)</b></p> <p>Example answer: People pray to worship God and to talk to him. Different religions have different ways of praying.</p> |           |







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|--|-------------------------|--|---|
|  | All the world's a stage | <p><b>Knowledge:</b></p> <p>To understand the idea of prayer. (page 4)</p> <p>To know about prayer in Islam. (page 5)</p> <p>To know about prayer in Christianity. (page 6)</p> <p>To know about prayer in Hinduism. (page 7-8)</p>  |   |
| <p><b>Vocabulary:</b> Pillar of Islam, Worship</p>                 |                         |  |   |
|  |                         | <p><b>Composite: Question- What does it mean to be a Hindu in Britain today? (Strand: Living)</b></p> <p>Example answer: children should mention what they do in practise (worship, clothing, a significant person &amp; what they believe happens at the end of life)</p>   |   |
| spr  | The rise of the Robots  | <p>To describe ways Hindus express their faith (Pg 4-6)</p> <p>To describe Dharma and Moksha (Pg 7-9)</p>  | <p>To know why Mahatma Gandhi is a Hindu hero (Pg 10-12)</p> <p>To know what it is like to be a Hindu in Britain today (Pg 13-15)</p>   |
| <p><b>Vocabulary:</b><br/>Hindu, Dharma, Moksha, Karma, Gandhi</p> |                         |  |   |
|  |                         | <p><b>Composite: Question-Why do some people think life is a spiritual journey and what significant experiences mark this? ( Strand- Expressing)</b></p> <p>Example answer: Some people believe that life is a spiritual journey and different religions mark different points in their life by carrying out different rituals for example: Jewish people mark becoming an adult by celebrating Bat Mitzvah and people also get married and make promises.</p> |   |
| sum  | Extreme Earth           | <p>To compare the spiritual journeys of Christians, Jewish people and Hindus (pg. 14-15)</p>   | <p><b>Knowledge</b></p> <p>To describe how life is seen as a journey by some people and why some people have rituals to mark important life events (Pg 4-5)</p> <p>To know the significance of Baptism to Christians (pg. 6-7)</p> <p>To know how Jewish people mark becoming an adult (pg. 8-9)</p> <p>To know what ceremonies Hindus mark in the journey of life (pg. 10-11)</p> <p>To know why people choose to get married (pg.12-13)</p> |





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| <b>Vocabulary:</b><br>Baptism, Bat Mitzvah, Ketubah, rituals |  |  |  |  |

| Year group | term | topic            | skills  | knowledge   |
|------------|------|------------------|---|---|
| Y5         | aut  | Meet the Greeks! | <b>Composite: Question- Why do some people believe god exists? (Strand: Believing)</b><br>Example answer: I know that some people believe God exists because of the religion that they follow and to explain ideas such as how the world came into existence. Different religions have different views of what God is like. |   |
|            |      |                  | To present different views on why people believe in God or not (Pg 4)<br><br>Outline a Christian understanding of what God is like (Pg 5-6)<br><br>To respond thoughtfully to the question 'is God real?' (Pg 11)   | To know what Christians believe about how the world began (Pg 9-10))  |
|            |      |                  | <b>Vocabulary:</b><br>Atheist Agnostic  |   |
|            | spr  | Space Race       | <b>Composite: Question-If God is everywhere, why go to a place of worship?</b><br>Example answer: A place of worship is..... Christians/Muslims go to a place of worship because it means.... to them.  |   |
|            |      |                  | To describe the most important functions of different places of worship for the community (embedded throughout the lessons).  | <b>Knowledge:</b><br>To understand the purpose of a place of worship. (page 4)<br><br>To recognise and know the purpose of a Christian place of worship. (page 5/6)<br><br>To recognise and know the purpose of a Hindu place of worship. (page 7/8)<br><br>To recognise and know the purpose of a Jewish place of worship. (page 9)<br><br>To recognise what a place of worship means to believers. (page 14-17) |





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| <b>Vocabulary:</b> Mandir, Synagogue, pilgrimage, Kumbh Mela, Mezuzah, Kiddush cup, Kosher   |  |   |
| sum  | Eco-Warriors   | <b>Question: What do religions say to us when life gets hard? (Strand- Believing)</b><br>Example answer: I know that different religions tell you different things about what happens when we die. In the Hindu religion, you can be reincarnated. Some religions believe in a life in heaven. Non religious world views do not believe in a life after death.  |
|  |  | <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Skills</b><br/>           -Consider questions such as what happens when we die and describe the impact that the belief that we have a soul might have on the way someone might live their life (pg. 4-5).<br/><br/>           To investigate what religions say about if you can get to go heaven if you do wrong (pg.7-8)<br/><br/>           To evaluate and assess what different ideas are about what happens when we die (Pg11-12)         </td> <td style="width: 50%; vertical-align: top;"> <b>Knowledge</b><br/>           To know about reincarnation (pg.6)<br/><br/>           To know what Christians think happens when we die. (pg.9)<br/><br/>           To know what people who don't believe in God think happens when we die (pg. 10)         </td> </tr> </table> |
| <b>Skills</b><br>-Consider questions such as what happens when we die and describe the impact that the belief that we have a soul might have on the way someone might live their life (pg. 4-5).<br><br>To investigate what religions say about if you can get to go heaven if you do wrong (pg.7-8)<br><br>To evaluate and assess what different ideas are about what happens when we die (Pg11-12) | <b>Knowledge</b><br>To know about reincarnation (pg.6)<br><br>To know what Christians think happens when we die. (pg.9)<br><br>To know what people who don't believe in God think happens when we die (pg. 10) |   |
| <b>Vocabulary:</b><br>Heaven, death, reincarnation, journey, soul  |  |   |

| Year group | term | topic | skills  | knowledge |
|------------|------|-------|---|-----------|
|            |      |       | <b>Composite: Question- What difference does it make to believe in Ahimsa, Grace, Ummah and Community?</b><br>Example answer: Muslim people belong in a community called Ummah because they all try to follow the teachings of prophet Muhammed. Hindus build their community by practising Ahimsa and Sewa. Christians reflect on the significance of the Last Supper. |           |

Y6 aut The World at War





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|  |                 | <p><b>Skills</b></p> <p>To understand how Muslim people build their community , the Ummah, by following their prophet. ( pg. 6)</p> <p>To describe what Ahimsa (harmlessness) means in the Hindu religion (pg. 8)</p> <p>To describe how Hindus show their commitment to Ahimsa through acts of service or sewa. (pg. 9)</p> <p>To explore the significance of the Last Supper (pg.11)</p> <p>To understand similarities and differences between big ideas for Christian, Hindu and Muslims (pg. 13)</p>       | <p><b>Knowledge</b></p> <p>To know what Christians believe about how the world began (Pg 9-10)</p> |
| <p><b>Vocabulary:</b><br/>Ahimsa, Grace, Ummah, Hindu, Sewa, Last Supper, Muhammed, Jesus</p>  |                 |  |  |
| spr  | Rivers and Time | <p><b>Composite: Question- What matters most to Christians and Humanists?</b><br/>Example answer: Christians and Humanists follow a code of living and share common values and ideas such as respect and generosity. This will make a community happier because everyone will live harmoniously and actions will be reciprocated.</p>  |  |
|  |                 | <p>To think about the idea of a code for living and to examine whether they are living by a code themselves (page 4)</p> <p>To use dilemmas for learning, noticing and reacting to difficult cases of right and wrong, good and bad (page 6)</p> <p>To think carefully about the Christian ideas of values (page 7)</p> <p>To describe some Christian and Humanist values (page 9)</p> <p>To draw learning about values together and express ideas about how values can make a community happier (page 10)</p> | <p>To know who is a humanist and what do they believe?(page 5)</p>                                 |
| <p><b>Vocabulary:</b><br/>Heaven, soul, Karma, Moksha, reincarnation, Dharma, judgement, funeral,, Non-religious world views, values</p> |                 |  |  |





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|--|-----|-----------|---|--|
|  | sum | Who am I? | <b>Composite: Question- What does it mean to be a Muslim in Britain today?</b><br>Example answer: The five pillars of Islam are very important to a Muslim. It helps them to navigate their journey through life. Some things that are important in my life are..... because they help me to.....   |  |
|  |     |           | <b>Skills</b><br><br>To explore how charity is important to Muslims and to oneself (pg. 10-11)<br><br>To describe reasons for the practice of fasting in Islam (pg. 12)<br><br>To describe what happens on pilgrimage to Mecca and at the celebration of Eid ul Adha (pg.13-14)<br><br>To reflect on what matters to Muslims and think of similar commitments to the five pillars on your own life (pg. 18) | <b>Knowledge:</b><br><br>To know what helps Muslims through the journey of life and their key beliefs (pg. 4-6)<br><br>To know the importance of pray to Muslims (pg. 7-9)<br><br>To know where people get advice and guidance from (pg.15-16) |
| <b>Vocabulary:</b><br>Makkah, prayer, Rakahs, zakah, ummah, Sawm, Salah, Mosque, minaret, Imam, Arabic, Hajj, Eid-ul-Adha, Mina, Hadith, Surah |     |           |   |  |

