

Religion and Worldviews

Whole School Progression Document



Religion and Worldviews

at Sharlston Community School

Intent

At Sharlston Community School we are committed to providing all children with learning opportunities that will engage them in RE. A high-quality RE education should;

- Develop deep thinkers who are open minded about religion and world views
- Show all pupils how religion and worldviews are lived experiences across the world, consider the impact of worldviews on society and have opportunities to consider their personal worldviews.
- Help prepare all pupils for the opportunities, responsibilities and experiences of later life.
- Give all pupils the skills they need to make connections, ask and respond to challenging questions, learn to respect and appreciate worldviews that are different to their own and consider their personal preconceptions, responses and views.
- Help all pupils gain knowledge and understanding of religions and worldviews locally, nationally and globally
- Inspire curiosity to know more about Religion and Worldview.

Our intent, at Sharlston Community School, is to offer a broad and balanced RE curriculum, providing opportunities for our children to gain the essential knowledge, skills and understanding which will enable them to flourish and reach their full potential in life and **SHINE!** We have designed a bespoke curriculum, starting with where the children are in Sharlston and building on real experiences.

Our curriculum is interwoven with developing the key attributes embodied within our **AT SHARLSTON WE SHINE** message:

Show Respect -Respect ourselves, others, property and our surroundings

Intent: to develop confident, responsible and compassionate global citizens who **demonstrate through respectful discussion the importance of diverse representations across religions and worldviews.**

Have ambition -Have high aspirations to succeed in life

Intent: to inspire pride, aspirations and high expectations of what can be achieved both during lesson and in the future, **preparing pupils for the opportunities, responsibilities and experiences of later life.**

Involve every one -Enjoying being together, and celebrate differences

Intent: to develop kind, fair members of a multi-cultural society who can communicate effectively, celebrate diversity and uniqueness, tackle discrimination, challenge stereotypes and promote equity. **Through RE, all pupils will be able to interact with others from different religious and non-religious viewpoints in a respectful, knowledgeable and open-minded way.**

Never give up -Be resilient and determined to do your very best

Intent: to develop resilient learners who persevere, take risks, are open to feedback, self reflect and embrace challenge with a growth mindset. **In RE, they will learn about the influence that positive worldviews have had on individuals, communities, countries and globally.**

Enjoy learning –Engage with learning new things in and out of school

Intent: to provide rich learning experiences which develop language both within and beyond the classroom, linking and recapping prior learning and motivating and engaging learners. **Ensuring children’s Cultural Capital is developed by providing opportunities to visit museums, galleries and places of religious significance and to have opportunity to listen to the world views of both religious and non-religious people within the community.**

Implementation of the RE Curriculum

The three strands of substantive, disciplinary and personal knowledge are interwoven throughout each unit, which build children’s conceptual knowledge and understanding of religion and worldviews, focusing on four key themes: **beliefs; wisdom and morality; practices and community and belonging**, use a range of disciplinary lenses and equip children to explore and express their preconceptions, personal worldviews and personal knowledge through varied and engaging learning experiences.

Previous conceptual knowledge is returned to and built upon. Children progress by developing and deepening their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of contexts.

Each unit includes overarching ‘big questions’ which will be revisited throughout each key stage, allowing children to apply the breadth and depth of their learning across various concepts.

These ‘big questions’ are:

Why are we here? Why do worldviews change? What is religion? How can worldviews be expressed? How do worldviews affect our daily lives? How can we live together in harmony if we have different worldviews?

A specific, focused enquiry question frames the learning across each unit. Both the ‘big questions’ and the focused enquiry question will allow children to, make comparisons and links within and across religions and worldviews, and explore their personal views.

Lessons are designed to be varied, engaging and hands-on, allowing children to learn and record their thoughts, answers and ideas in various ways. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of diverse religions and worldviews. The curriculum emphasises the importance of diverse representations within and across religions and worldviews, focusing on real people’s lived experiences of their beliefs.

Impact

The impact for all children following our RE curriculum is that they will be prepared for life in modern Britain, being able to interact with others from different religious and non-religious viewpoints in a respectful, knowledgeable and open-minded way.

They will be enquiring learners who ask questions and make connections. They will be confident to explore their personal worldviews and have the skills to appreciate, evaluate and respond to religious, philosophical and ethical questions.

They will learn to respect and appreciate worldviews that are different to their own and consider their personal preconceptions, responses and views.

Disiplinary

Pupils gain knowledge of the different methods and processes that are used to make sense of religion. These are methods used in various academic disciplines such as History, Philosophy, Theology and Sociology. Examples of how they will investigate include:

- Observing religious practices.
- Reading case studies.
- Interpreting survey results
- Questioning others
- Analysing texts
- Exploring historical artefacts and buildings.

Substantive

Throughout the curriculum children build the breadth and depth of their knowledge of a range of religions and worldviews represented in Great Britain.

Substantive knowledge is carefully planned to build understanding of concepts across four key themes: **beliefs; wisdom and morality; practices and community and belonging**. Children explore these concepts through an enquiry cycle in each unit and through a range of disciplinary processes.

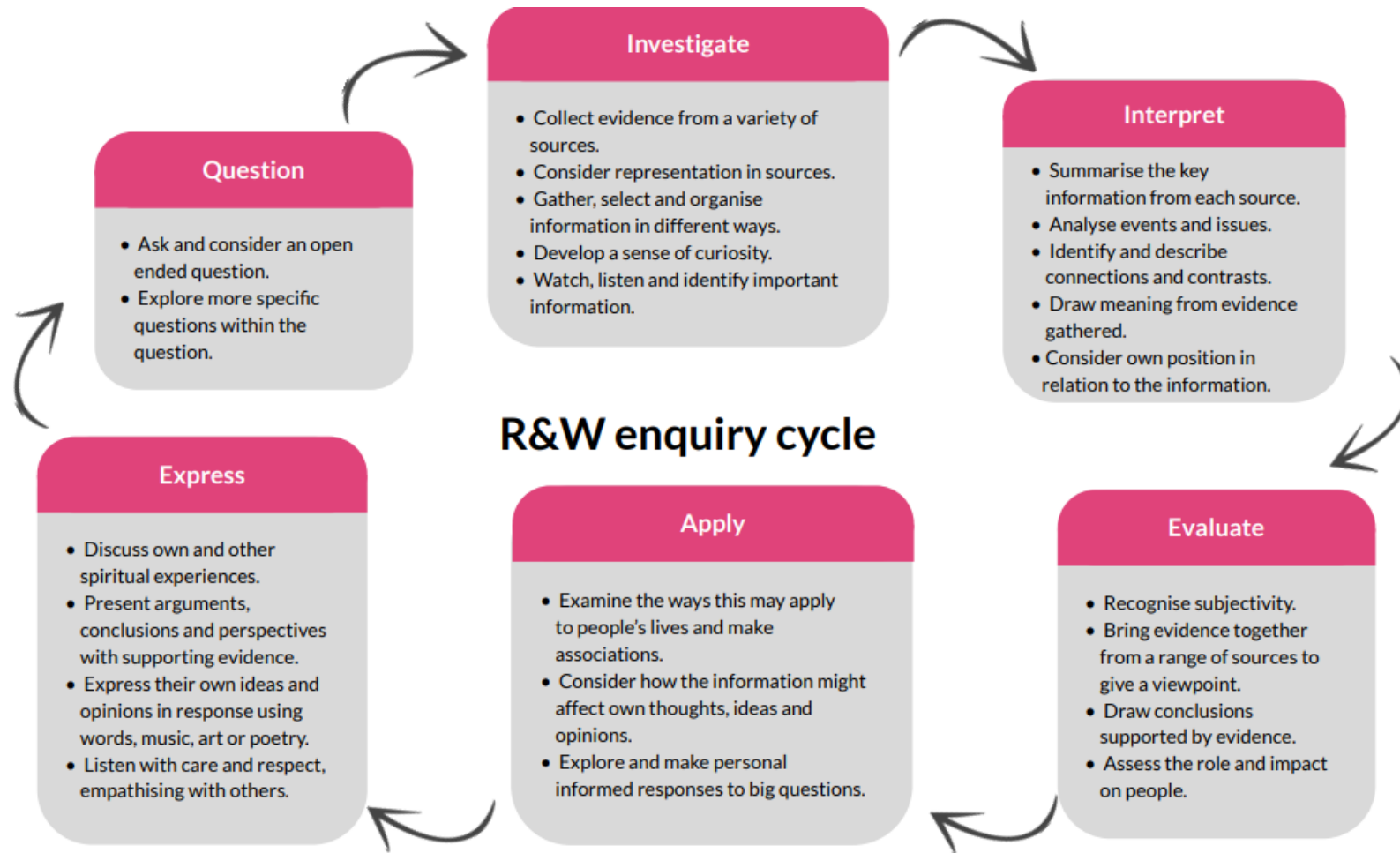
They will have opportunities to learn how the concepts apply to different religions and worldviews to build a progressively deeper understanding. Representations of religion and worldviews are always diverse in the Kapow Primary curriculum and reflect the fact that traditions often change over time.

Personal

Pupils are encouraged to develop, recognise and express their own personal worldviews and develop an understanding of how these are formed when asked to respond to 'big questions.' As they move up the school, pupils will begin to understand that when they gain substantive knowledge about religions and worldviews, they do so from a position which is influenced by their own values, prior experiences and sense of identity. The enquiry approach in the Kapow scheme of work encourages pupils to build this awareness. The first lesson for each year group sets ground rules about respect, openness and behaviour during RE lessons to ensure that children feel that the lessons are a safe place to explore and share personal knowledge.

Each unit within the curriculum poses a big question. Over the course of the unit pupils develop their responses using an enquiry approach.

Each of the 'big questions' in the Kapow Primary Religion and worldviews curriculum is revisited at least twice in each key stage allowing children to consider, discuss and answer the questions in increasing depth and with a broader range of knowledge and understanding to draw on. We believe that providing regular opportunities for pupils to consider these questions, in light of substantive, disciplinary and personal knowledge gained, will help to prepare them for the challenges of living in a world with increasing complex and diverse worldviews, being able to have balanced and informed dialogues about religion and worldviews



LFS	Are all families the same?	Why are some times special?	How can special times be celebrated?		In what ways are we similar and different?	
UFS	Do we all believe the same thing?	Why are some places special?	Do we all celebrate the same things?		Why do some people celebrate special times?	
Year 1	How did the world begin?	What do some people believe God looks like?	What is God's Job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
Year 2	Why do we give thanks?	What do candles mean to people?	How do we know some people have a special connection to God?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
Year 3	What makes us human?	Where do morals come from?	Is scripture central to	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?
Year 4	Are all religions equal?	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the bible the best-selling book of all time?	Does the language of scripture matter?
Year 5	Why have to stand up for what they believe in?	Why doesn't Christianity always look the same?	What happens when we die?	What happens when we die?	Who should get to be in charge?	Why are some places in the world significant to believers?
Year 6	Why does religion look different around the world?	Why does religion look different around the world?	Why is it better to be there in person?	Why is there suffering?	Why is there suffering?	What place does religion have in our world today?

Religion and World Views Progression EYFS						
Nursery	Term 1		Term 2		Term 3	
Development Matters	To continue to develop positive attitudes about the differences between people.		To continue to develop positive attitudes about the differences between people.		To continue to develop positive attitudes about the differences between people.	
Skill	To talk about what I have observed		To talk about what I have observed. To identify similarities and differences between people		To talk about what I have observed. To identify similarities and differences between people To talk about what we know To ask questions	
Knowledge	I Know that everybody/ every family is different. I know that there are differences between myself and others.	I know that Diwali is celebrated by Hindus. I know some of the ways in which Diwali is celebrated. I know that the birth of Jesus is celebrated by Christians at Christmas. I know different ways that Christmas is celebrated.	I know that Chinese New Year is a cultural celebration. I know some of the ways in which CNY is celebrated. I know that Chinese New Year is celebrated all over the world. I know that Holi is celebrated by Hindu's I know that Hindus celebrate Holi by taking part in a Colour Run	I know that Easter is celebrated by Christians. I can recall the key events of the Easter Story.	I know and can recall that Hindu's celebrate Diwali and Holi and that Diwali is the festival of light and Holi is the festival of colour.	I know and can recall that Christians celebrate Christmas and Easter. I know and can recall key events that happen at Christmas and Easter.
Vocabulary	Hindu Diwali Diva Rangoli patterns Christians		Chinese New Year, Dragon Dance Hindu, Holi, colour run Christians, Easter, Jesus, cross		Hindu, Diwali, Holi Christians, Christmas, Easter, Jesus, cross	

		Christmas Jesus				
Reception	Term 1		Term 2		Term 3	
Development Matters	To recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community		To recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community		To know some similarities and differences between religious and cultural communities in this country, drawing on their experience and what has been read in class. (ELG)	
Skill	To ask questions. To talk about special places in the community that are important to people. To recognise that people have different beliefs		To ask questions. To talk about special places in the community that are important to people. To recognise that people have different beliefs. To recognise people celebrate different things throughout the year.		To ask questions. To talk about special places in the community that are important to people. To recognise that people have different beliefs. To recognise people celebrate different things throughout the year. To observe and communicate similarities and differences.	
Knowledge	<p>I know that Diwali is celebrated by Hindus.</p> <p>I know some of the ways in which Diwali is celebrated.</p> <p>I know and can recall the main events of the story of Rama and Sita. I know how Hindus celebrate Diwali by visiting a temple.</p>	<p>I know that the birth of Jesus is celebrated by Christians at Christmas.</p> <p>I know different ways that Christmas is celebrated.</p> <p>I know that Jesus is the son of God. I know how Christians celebrate Christmas by going to church.</p>	<p>I know that Chinese New Year is a cultural celebration.</p> <p>I know some of the ways in which Chinese New Year is celebrated.</p> <p>I know that Chinese New Year is celebrated all over the world.</p> <p>I know why red and gold are significant colours in the festival. I know the different ways that the</p>	<p>I know that Holi is celebrated by Hindu's</p> <p>I know that Hindus celebrate Holi by taking part in a Colour Run</p> <p>I know that Hindus celebrate Holi as the start of Spring. I know the different ways that Hindus celebrate Holi.</p> <p>I know that Easter is celebrated by Christians.</p>	<p>I know and can recall that Hindus celebrate Diwali.</p> <p>I know and can recall that Hindus celebrate Holi at the start of Spring.</p> <p>I know similarities and differences between Hindu festivals.</p>	<p>I know and can recall that Christians celebrate Easter.</p> <p>I know and can recall that Christians celebrate Christmas as the birth of Jesus.</p> <p>I know and can identify similarities and differences between Christian festivals.</p> <p>I know and can identify similarities and differences between a Hindu and Christian place of worship.</p>

			Chinese new Year is celebrated.	<p>I can recall the key events of the Easter Story.</p> <p>I know that Christians celebrate Easter: signifying new life.</p> <p>I know and understand why Christians celebrate Easter.</p>		
Vocabulary	<p>Hindu, Diwali, Diva, Rangoli patterns, Rama, Sita, Temple</p> <p>Christians, Christmas, Jesus, God, Church</p>		<p>Chinese New Year, Dragon Dance, red, gold, good luck, wealth.</p> <p>Hindu, Holi, colour run</p> <p>Christians, Easter, Jesus, cross, church, symbol, Lent, New life, Christianity</p>		<p>Hindu, Diwali, Holi, colour run, Diva, Rangoli patterns, Temple, similar, different, compare</p> <p>Christians, Christmas, Jesus, Easter, God, cross, symbol, Christianity, church</p>	
Preparing for future learning in NC Year 1	How did the world begin?		How do we know that new babies are special?		Why should we care about the world?	

Religion and World Views Progression KS1						
Year 1	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Enquiry Question	How did the world begin?	What do some people believe God looks like?	What is God's Job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
Building on prior learning in...(retrieval opportunities)	EYFS- To observe and communicate similarities and differences.	How did the world begin?	What do some people believe God looks like?	How did the world begin?	Why Should we care about the world?	Why Should we care about the world?
Key Learning	<p>I know that to believe is when we accept something is true, especially when we do so without proof.</p> <p>I know that some people believe God exists as a powerful, non-human being.</p> <p>I know that in some religions, followers believe in one supreme being or god who is loving</p> <p>I know that there are different names for god</p> <p>I know that creation stories provide people</p>	<p>I know some people believe God exists as a powerful, non-human being</p> <p>I know in some religions; followers believe in one supreme being or God who is loving.</p> <p>I know people have different ways of understanding God on Earth (incarnation).</p> <p>I know there are different names for God.</p> <p>I know there are different ways to refer to and represent God.</p>	<p>I know in some religions; followers believe in one supreme being or God who is loving.</p> <p>I know people have different ways of understanding God on Earth (incarnation).</p> <p>I know some people believe that humans have a special relationship with God.</p> <p>I know there are different names for God.</p> <p>I know where are different ways to refer to and represent God.</p>	<p>I know some people believe that humans have a special relationship with God.</p> <p>I know creation stories provide people with possible answers as to why we are here.</p> <p>I know followers often read religious stories.</p> <p>I know some religious stories may guide people to care for animals and the planet.</p> <p>I know religious teachings often encourage gratitude for what God created (e.g. others and the planet) and a</p>	<p>I know that some people believe that humans have a special relationship with God.</p> <p>I know that people have special ceremonies when babies are born.</p> <p>I know that some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community.</p> <p>I know that religious ceremonies to welcome babies often include symbols and actions to show the babies relationship with God.</p>	<p>I know that some people believe that humans have a special relationship with God.</p> <p>I know that many people give money, time, or donations to charity as a way of showing that caring for others is important.</p> <p>I know followers often read religious stories.</p> <p>I know some religious stories may guide people to care for others.</p> <p>I know that religious and non-religious groups often provide support and care to their local and worldwide communities.</p> <p>I know people with similar world views often work together to</p>

	with possible answers as to why we are here To know that followers often read religious stories.	I know some religious people use art, objects and special times to represent and remember incarnation (God on Earth).	I know people have different ideas about the role of God.	responsibility to look after it. I know people with similar worldviews often work together to care for the world and for others.		care for the world and others.
Vocabulary	Belief, Bible, Brahma, create, Christian , creation, creator, Genesis God, Hindu , Jewish, love, man-made, natural, personality Proof, proud, respect, Shiva, true, talent, Torah, Vishnu	abstract noun, Allah, art, avatar, belief , Brahma, Brahman, characteristic, Christian Christian Bible, deity, God, Hindu , incarnation, Jesus , Islamic art, Muslim, mosque Murti, respect, Shiva , symbol , unique, Vishnu	Abraham, Ahura Mazda, Allah , Angra Mainyu, belief, caretaker, characteristic Christian, Christian Bible , creator, destroyer, generation, God, Jewish life cycle, incarnation, miracle, Muslim , negative, Old Testament positive, promise, protect, quote, renew, role	ahimsa, belief, Bible, Brahma, Brahman , care, Christian, creation , creator, Earth, environment gift, Hindu , Humanist, Jewish , mitzvot, ownership, qualities, responsibility, Torah	Adhan, Allah , Aqiqah, baptism, Brahman , celebration, ceremony, Christian , creation, God , godparents Hindu, Humanist , Jatakarma, Muslim , amakarana, promise , Trimurti, Zakat	Act of kindness, Allah , charity, Christian , creation , donate, fair, God , guidance, Humanist, Jesus, Jewish, Muslim , responsibility, service, Sewa, Sikh, The five pillars of Islam, Tzedakah, Waheguru, Zakat .
Prepares for future learning in...	What do some people believe God looks like?	What is God's Job?	Why should we care for the world?	How do we know that new babies are special?	Why Should we care about the world?	Why do we give thanks?
Year 2	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Enquiry Question	Why do we give thanks?	What do candles mean to people?	How do we know some people have a special connection to God?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
Building on prior learning in...(retrieval opportunities)	How did the world begin?	How did the world begin?	What do some people believe God Looked like?	How do we know some people have a special connection to God?	What do some people believe God Looked like?	How do some people talk to God?

<p>Key Learning</p>	<p>I know that pray means communicating with god.</p> <p>I know there are some festivals which are celebrated by religious and non-religious people.</p> <p>I know festivals usually celebrate a special or miraculous event from the past.</p> <p>I know worship means to honour and adore.</p> <p>I know there are some objects that are special to followers of religious traditions.</p> <p>I know that one reason religious followers worship is to show gratitude, say 'thank you', to god.</p> <p>I know that a festival is celebrated by many people and happens regularly.</p>	<p>I know that some people believe God performed miracles in the past.</p> <p>I know there are some festivals which are celebrated by religious and non-religious people.</p> <p>I know that festivals usually celebrate a special or miraculous event from the past.</p> <p>I know that festivals often use light symbolically as part of celebrations.</p> <p>I know where some objects that are special to followers of religious traditions.</p> <p>I know that festivals are celebrated by many people and happen regularly.</p>	<p>I know some people believe God performed miracles in the past.</p> <p>I know some people believe there are people who are chosen for special. I know the purpose by God.</p> <p>I know religious stories can help us to understand religious beliefs.</p>	<p>I know a prophet is someone who is believed to talk about God's plan or will.</p> <p>I know some people believe there is a God who has made a promise with people.</p> <p>I know books and stories can have different meanings to different people.</p> <p><i>I know religious stories can help us to understand religious beliefs.</i></p> <p><i>I know stories from long ago can be applied to modern life.</i></p> <p>I know a saviour is someone who is sent to save a group of people</p>	<p>I know that prayer means to communicate with God.</p> <p>I know that some people who follow the Hindu worldview believe that they can communicate with God through prayer.</p> <p>I know that different people pray in different places.</p> <p>I know that objects words and actions can represent an idea of belief.</p> <p>I know that when some people talk to God they may use their body to show respect.</p> <p>I know that some people talk to God in different ways and for different reasons.</p> <p>I know that some people who follow the Muslim worldview carry out Wudu before prayer.</p>	<p>I know that prayer means to communicate with God.</p> <p>I know that some are special to followers of religious traditions.</p> <p><i>I know that people pray in different ways in different places.</i></p> <p>I know that words and actions can represent an idea of belief.</p> <p>I know that some people talk to God in different ways and for different reason.</p> <p>I know that some people find praying and worshipping as part of a community helpful.</p> <p>I know that some people who follow the Jewish worldview believe God communicated with humans through the Torah.</p>

	<p>I know that people pray in different ways in different places.</p> <p>I know that objects, words and actions can represent an idea of belief.</p> <p>I know that when some people talk to god they might use their body to show respect.</p> <p>I know that religious stories can help us to understand religious beliefs.</p> <p>I know that stories from long ago can be applied to modern life.</p> <p>I know that many festivals are often celebrated as a community.</p> <p>To know that offerings used to express gratitude may be used to help a person's local or national community.</p>	<p>I know that practices associated with festivals have special meanings.</p> <p>I know that people from the same faith may celebrate a festival differently.</p> <p>I know what objects, words and actions can represent an idea or belief.</p> <p>I know what many festivals are often celebrated as a community.</p> <p>I know what members of the same community may have similar or different ways of life.</p>			<p>I know that some people who follow the Muslim worldview use special positions and actions during prayer called Rakat.</p> <p>I know that within a community that people have different values, ideas and beliefs.</p> <p>I know that some people who follow the Hindu worldview visit the mandir to worship and pray with members of their community.</p> <p>I know that some people who follow the Muslim worldview visit the mosque to worship and pray with members of their community.</p>	<p>I know that some people who follow the Christian worldview visit a church to worship and pray with members of their community.</p> <p>I know that some people who follow the Jewish worldview visit a synagogue to worship and pray with members of their community.</p> <p>I know that some people who follow the Muslim worldview visit a mosque to worship and pray with members of their community.</p> <p>I know that some people who follow the Sikh worldview visit a gurudwara and the features that help them to pray.</p> <p>I know that some people who follow the Alevi worldview believe that they communicate with God through prayer.</p>
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						I know that some people who follow the Alevi worldview visit a cemevi and some of the features that help them to pray.
Vocabulary	Appreciate, autumn, Brahman , Christian , deity , disciple, diva , Emotion, express, grateful, gratitude, harvest, Harvest festival, Hindu , hymn, incense, Jesus , Krishna, kum kum, lyrics, Mandir, miracle, praise, prashad, pray , provide, puja	Advent, calendar, candle, Christmas , culture, Diwali , festival, fire, Gallery, hanukkiah, Hanukkah, hanukiyot, light, Maccabees, Miracle, prayer, Rama , Ramayana, sacred, Sita , Sunday, Symbol , temple, wick	Angel Gabriel, Angel Jibril, Brahman , Christian Bible, Chosen, Christian , Daniel, encounter, God , guru, Guru Nanak, Hindu , inspire, Krishna, Last Prophet, Messenger, miracle, Muhammad , Old Testament , pbuh (peace be upon him), prophet, revelation, Sikh , special, Tenak	Characteristic, chosen, doubt, messenger, special, Angel Jibril , Hesitant, Prophet Muhammad , reluctant, Abraham , Moses, Peace be upon him, Qur'an, Messiah, Yeshua, Jesus , Saviour, eternal, guru , Guru Nanak , Guru Granth Sahib, wisdom	Allah , Brahman , communicate, deity, Hindu , Jewish , mandir, mosque, Muslim, Prayer, puja, Qu'ran , Scripture, shrine, Synagogue, Torah , Veda	Alevi, Bible , cem Church , community Dome, equality gurdwara Guru Granth Sahib Langar, mosque Pagan place of worship statue, synagogue Torah , the Trinity
Prepares for future learning in...	What do candles mean to people?	How do we know some people have a special connection to God?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?	What makes us human?

Religion and World Views Progression LKS2

Cycle A	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Enquiry Question	What makes us human?	Where do morals come from?	Is scripture central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?
Building on prior learning in...(retrieval opportunities)	How do some people talk to God?	What makes us human?	Where do our morals come from?	Where do our morals come from?	What happens if we do wrong?	Year 2- What do candles mean to people? Why is water symbolic?

<p>Key Learning</p>	<p>I know that soul means a person’s spiritual and emotional sense of identity.</p> <p>I know that some people believe all living things have a soul and that it is immortal.</p> <p>I know that spirituality is connecting with the inner self, immaterial things and belief of something beyond oneself.</p> <p>I know that some people believe spirituality and the soul are unique to humans.</p> <p>I know that some people believe connection with god to be a spiritual experience.</p> <p>I know that prayer, meditation and rituals are used to connect spiritually.</p>	<p>I know that actions have consequences and people think differently about what these are.</p> <p>I know that some people believe forgiveness from God to be having wrongdoing cancelled or unpunished.</p> <p>I know that morals are our thinking about what is right and wrong.</p> <p>I know that many religious and non-religious worldviews express the idea of a ‘Golden Rule’ relating to how we treat others.</p> <p>I know that the teachings of a religious or non-religious worldview often link with a follower’s life choices.</p> <p>I know that people’s views about what is right and wrong change over time and place.</p>	<p>I know that some people believe connection with God to be a spiritual experience.</p> <p>I know that religious and non-religious people have ideas about the relationship between God and humans.</p> <p>I know that the way scriptures are used and treated reflects beliefs about their importance.</p> <p>I know that prayer, meditation and rituals are used to connect spiritually.</p> <p>I know that worship can take many forms and often involves symbolism.</p> <p>I know that the teachings of a religious or non-religious worldview often link with a</p>	<p>I know how to give thoughtful insights about why some things are the same and others are different.</p> <p>I know the links with prior learning when encountering new content.</p> <p>I know the links between religious and non-religious practices and their significance.</p> <p>I know the ways diverse people and groups can work together for good.</p> <p>I know how to use empathy and understand the feelings of others.</p> <p>I know how to reflect on how others might see the world and how they can show respect for viewpoints different to their own.</p>	<p>I know that rituals are a way of expressing beliefs and ideas about God.</p> <p>I know that water is often used in ceremonies and rituals to symbolise cleansing and purity.</p> <p>I know worship can take many forms and often involves symbolism.</p> <p>I know that ceremonies involving water and fire are important occasions for some communities.</p> <p>I know that people who follow the Muslim worldview generally believe that water has a special meaning and purpose.</p> <p>I know that people who follow the Muslim worldview may use water to perform Wudu before prayer and worship.</p> <p>I know that people who follow the Christian</p>	<p>I know how a candle can be used to remember others.</p> <p>I know how to compare beliefs about candles.</p> <p>I know words to describe why candles can be important to people.</p> <p>I know how to describe the significance of fire in the langar.</p> <p>I know how to discuss how the use of fire in the Langar reflects Guru Nanak’s teaching</p> <p>I know why fire may be important to some Sikh people.</p> <p>I know the importance of the Olympic flame at the Olympic games</p> <p>I know that the Olympic flame represents key concepts such as unity and peace.</p> <p>I know how to compare the use of fire in the Olympic flame</p>
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		<p>I know that many factors affect our morals and life choices.</p> <p>I know that all communities have rules and guidance for how to live together.</p>	<p>follower's life choices.</p> <p>I know that all communities have rules and guidance for how to live together.</p>	<p>I know how to use increasingly complex vocabulary and explaining its meaning to others.</p> <p>I know how to present different views thoughtfully and creatively, using evidence from learning.</p> <p>To identify</p> <p>I know how to ask open questions and suggesting responses.</p> <p>I know how to discuss their own and others' ideas about deciding what is right and wrong.</p> <p>I know how to suggest ideas about the right ways to treat others, including own opinions and ideas from learning.</p> <p>I know about my own ideas about God in light of their</p>	<p>worldview may use water for baptism, following the example of Jesus in the bible.</p> <p>I know that people who follow the Christian worldview may take part in baptism ceremonies.</p> <p>I know that people who follow the Shinto worldview may use water for ritual cleaning and as a symbol of nature.</p>	<p>ceremony with other ceremonies.</p> <p>I know the links between beliefs about God and eternal flames.</p> <p>I know how to infer key information from quotes about the Atash Bahram.</p> <p>I know how to compare and contrast the meanings of eternal flames across different cultures.</p> <p>I know what each feature of the Trimurti represents in the natural world.</p> <p>I know the importance of the Shiva as the destroyer.</p> <p>I know the connection between fire in Hindu ceremonies and the life cycle.</p> <p>I know the links between fire and Hindu beliefs about God.</p>
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				<p>learning, experiences and discussions.</p> <p>I know how to find out about religion and worldviews through: exploring scriptures; debating and discussing; interpreting art; looking at photographs and images; using video and audio footage and using first-hand accounts.</p>		<p>I know beliefs in Navajo and Hindu traditions.</p> <p>I know what fire symbolises in Navajo and Hindu traditions.</p> <p>I know what fire symbolises in different world views.</p>
Vocabulary	<p>Belief, blurb, Buddhist, connection, consciousness, exist, express, Immaterial, influence, inner self, meditation, mindfulness, Organised, personal, practice, represent, responsible, Soul, spiritual, summarise, unique, worldview</p>	<p>Adultery, Christian Bible, commandment, covenant, decision, Duty, envious, experience, forbidden, Golden Rule, good deed, Guidance, Hajj, Humanist, mitzvot, moral, Moses, Niyama, observance, prayer shawl, reasoning, restrictive, right, Rule, sabbath, Salat, Shahadah</p>	<p>Abrahamic, Alimah, annotate, central, Chumash, Christian Bible, Dictated, faith, Gideon Bible, gurdwara, Hadith, holy, Inspired, Jibril, Ketuvim, lectern, mandir, Muhammad, Mus'haf, Nevi'im, New Testament, Old Testament, Ornate, precious, prophet, Psalms, Quaker</p>	<p>Affect, amends, authority, baptism, Brahman, Catholic, Cleansed, choice, confession, Confessional, consequences, Forgiveness, immoral, infant, intention, Jesus, karma, Mercy, moral, Original sin, priest, Prophet Muhammad, Repentance, reunite, sacrament, sin, severe</p>	<p>Armistar, Amrit Sanchar, baptism, blessing, calm, cleansing, commitment, daily routine, Ganges, ghusi, guardian, holy water, Kumbhl Mela, offering, plane, practical, preparation, preserve, protect, purity, renewal, resource, ritual, sacred, saltwater, Shinto, shrine.</p>	<p>Memoriam, memory, prayer candle, remembrance, Yahrzeit candle, community, equality, Langar, volunteering, Ancient Greece, Olympic flame, Olympic games, origin, resilience, torch bearer, unity, Ahura Mazda, Atash Bahram, divine, eternal, Ner Tamid, purity, sacred, aarti, devotion, preserver, renewal, transformation, Trimurti, Blessingway</p>

						ceremony, Hozho, Navajo
Prepares for future learning in...	Where do morals come from?	Is scripture central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?	Are all religions equal?
Cycle B	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Enquiry Question	Are all religions equal?	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the bible the best selling book of all time?	Does the language of scripture matter?
Building on prior learning in...(retrieval opportunities)	Are scriptures central to religion?	What makes us human?	How do we know that new babies are special? (Y1)	Just how important are our beliefs?	What makes some texts sacred?	Why is the bible the best selling book of all time?
Key Learning	<p>I know that people from different religions believe the same thing.</p> <p>I know that there are historical links and connections between religions.</p> <p>I know that stories and scriptures give insight about how to live.</p> <p>I know that the history of religion affects how people see their own and others' communities.</p>	<p>I know that Holy means Devine, sacred, or connected to God.</p> <p>I know the way scriptures are treated and used reflects beliefs about their meaning and origin.</p> <p>I know the ways scriptures are read and used change over time</p> <p>I know stories and scriptures give insights about how to live.</p> <p>I know that religious texts contain different types of writing.</p> <p>I know religious scriptures come from a range of sources and origins.</p>	<p>I know sacrifice means giving up something valued for the sake for something else</p> <p>I know that Holy means Devine, sacred, or connected to God.</p> <p>I know the way scriptures are treated and used reflects beliefs about their meaning and origin.</p> <p>I know that rituals and practices can be based on religious and cultural roots and that often they are interconnected.</p>	<p>I know that religious and non-religious worldviews change over time for individuals and groups.</p> <p>I know that people from different religions believe the same thing</p> <p>I know that there are links and connections between religions.</p> <p>I know that Jesus was a historical figure and people have different beliefs about his significance.</p> <p>I know some people who follow the</p>	<p>I know that religious and non-religious worldviews change over time for individuals and groups.</p> <p>I know organised and personal religious beliefs change and develop over time.</p> <p>I know that there are historical links and connections between religions.</p> <p>I know that the way scriptures are treated and used reflects beliefs about their meaning and origin.</p> <p>I know the way scriptures and read and used changes over time</p>	<p>I know that religious and non-religious worldviews change over time for individuals and groups.</p> <p>I know organised and personal religious beliefs change and develop over time.</p> <p>I know that holy is often linked to words that mean divine, sacred, or connected to God.</p> <p>I know there are historical links and connections between religions.</p>

		<p>I know religious scriptures are written in different languages and this can affect interpretation.</p>	<p>I know that being part of a community with similar beliefs is important to some people. I know that for some people outward expressions of belief are important for a sense of belonging.</p>	<p>Christian worldview generally believe God wants to have a relationship with humans which can be achieved through Jesus. I know that some people who follow the Christian worldview generally believe that Jesus was resurrected after his crucifixion. I know that some people who follow the Christian worldview believe that Jesus fulfilled prophecies from the old testament I know that some people who follow the Jewish worldview generally may see Jesus as a teacher which is what some people at the time of Jesus may have thought. I know that some people who follow the Jewish worldview generally believe that God made a covenant</p>	<p>I know that people with similar worldviews may practice in different ways due to historical events. I know that practices change over time. I know that the bible has a significant role in public life in many countries, including the UK I know that the religious scriptures come from a range of sources and origins. I know that scriptures are written indifferent languages and that this can affect interpretations. I know disagreement and changes happen in communities.</p>	<p>I know the way scriptures are treated and used reflects beliefs about their meaning and origin. I know that people with similar worldviews may practice in different ways due to historical events. I know that practices change over time. I know that scriptures are written indifferent languages and that this can affect interpretations. I know that scriptures are written indifferent languages and that this can affect I know disagreement and changes happen in communities.</p>
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				<p>with the Jewish people. I know that some people who follow the Jewish worldview generally believe that the prophets told of a messiah which some people interpret as a person, but that the messiah has not yet come. I know that some people who follow the Christian worldview may believe that Jesus' teachings were radical in the historical and geographical context he was living. I know that many people who follow the Christian worldview may celebrate Easter remembering Jesus' death and resurrection.</p>		
Vocabulary	Athravan, Báb, Baha'I, Bahá'ulláh, Belief, connection, equality, guidelines, gurdwara, guru,	authoritative Baghavad Gita Buddhist Canon communication divine	Amritdhari Aqiqah, baptism Bar Mitzvah Bat Mitzvah Brit Bat	Depictions, faith, messiah, miracles, perception, Pharisees, prophecy, resurrection,	apply, authority canon Christian Bible culture, depict gospel, impact	Classical, commentary, culture, dialect, diaspora, first language, holy, language linguist, oral tradition, tradition,

	harmony, House of Worship, Improvement, invoke Khanda, merciful, Middle East, Omniscient, origin, Practice , respect, scripture, unity.	Guru Granth Sahib Holy , oral tradition origin, revealed sacred , source sovereign, Tripitaka value, Veda Waheguru	Brit Milah Confirmation Fast, Khalsa Namakarana naming ceremony persecuted sacrifice Upanayana	sadducees, traditions	interpretation literal, message moral , relevant secular significance spiritual , translation	transition, translation , written scripture.
Prepares for future learning in...	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the bible the best selling book of all time?	Does the language of scripture matter?	Why have to stand up for what they believe in?

Religion and World Views Progression UKS2

Cycle A	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Enquiry Question	Why have to stand up for what they believe in?	Why doesn't Christianity always look the same?	What happens when we die?	What happens when we die?	Who should get to be in charge?	Why are some places in the world significant to believers?
Building on prior learning in...(retrieval opportunities)	Just how important are our beliefs?	Does the language of scripture matter?	Why doesn't Christianity always look the same?	What happens when we die?	What happens when we die?	Who should get to be in charge?
Key Learning	<p>I know the meaning of atheist, agnostic and theist.</p> <p>I know that religious beliefs are protected characteristics.</p> <p>I know in some times and places, people did not or do not have religious freedom.</p> <p>I know that through historic and modern times, people have had to protest or fight for religious freedom.</p> <p>I know some festivals commemorate times when religious freedom has been fought for</p> <p>I know within and between religious and non-religious groups people may disagree about challenging issues.</p>	<p>I know some of the ways that history, migration and leadership influence people's worldview.</p> <p>I know that leadership and authority can impact people's worldview.</p> <p>I know that the community or group someone is part of shapes their sense of belonging.</p> <p>I know that people are inspired and led by others from within and outside of their community.</p> <p>I know that scripture can be interpreted in different ways.</p>	<p>I know some people believe in God, who may judge their actions when they die.</p> <p>I know some people believe in life after death and other may believe death is the end of our life in any form.</p> <p>I know that many people who are not religious believe in some form of an afterlife.</p> <p>I know that funeral practices often reflect beliefs about life after death</p> <p>I know that funerals can be important to help people to grieve.</p>	<p>I know the meaning of atheist, agnostic and theist.</p> <p>I know some people believe in God, who may judge their actions when they die.</p> <p>I know some people believe in life after death and other may believe death is the end of our life in any form.</p> <p>I know that funerals can be important to help people to grieve.</p> <p>I know that many people who are not religious believe in some form of an afterlife.</p> <p>I know that funeral practices often</p>	<p>I know that leadership and authority can impact people's worldviews.</p> <p>I know worldviews impact the process of choosing leadership and authority.</p> <p>I know that there are different ways to decide who becomes a leader or authority and these are not always agreed upon.</p> <p>I know some people believe some people are anointed.</p> <p>I know that people from the same organised worldview often hold the same key beliefs but these may interpret and express them differently.</p>	<p>I know some of the ways that Geography, History and leadership influence people's worldview.</p> <p>I know that leadership and authority can impact people's worldviews.</p> <p>I know that some people are anointed.</p> <p>I know the reasons for some people taking part in religious practices including belief, culture, tradition and obligation.</p> <p>I know that a community or group someone is part of shapes their sense of belonging.</p> <p>I know some places are of particular significance due to historical, cultural and geographical reasons.</p>

	<p>I know that people are inspired and led by others from within and outside their community.</p> <p>I know that communities sometimes fight or protest for the rights of themselves or others.</p>		<p>I know reasons for some people taking part in religious practices including belief, culture, tradition and obligation.</p> <p>I know some of the ways practices are influenced by culture, tradition, geography, leadership and history.</p> <p>I know that ideas about the after life come from different sources.</p> <p>I know that beliefs about life after death can affect how people choose to live their lives.</p> <p>I know within and between religious and non-religious groups people may disagree about challenging issues.</p> <p>I know that funerals can be important times for communities to support one another.</p> <p>I know that religious communities usually</p>	<p>reflect beliefs about life after death.</p> <p>I know reasons for some people taking part in religious practices including belief, culture, tradition and obligation.</p> <p>I know some of the ways practices are influenced by culture, tradition, geography, leadership and history.</p> <p>I know that ideas about the after life come from different sources.</p> <p>I know that beliefs about life after death can affect how people choose to live their lives.</p> <p>I know within and between religious and non-religious groups people may disagree about challenging issues.</p> <p>I know that funerals can be important times for communities to support one another.</p>	<p>I know that wisdom can mean thinking sensibly and taking into account knowledge and experience.</p> <p>I know that guidance means advice, information or rules given by someone in authority.</p> <p>I know some believers read stories from the past about how people became close to God, which may help guide them in becoming closer to God.</p> <p>I know cultural, geographical context can affect how scripture is interpreted.</p> <p>I know that religious communities usually have a leader who carries certain duties within or on behalf of the community.</p> <p>I know that some people who follow the Muslim worldview may not agree on who should have succeeded Muhammad in the past.</p> <p>I know that some people who follow the Muslim worldview may interpret the Hadith and Sunna to</p>	
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			have a leader who carries certain duties within or on behalf of the community.	I know that religious communities usually have a leader who carries certain duties within or on behalf of the community. I know that some places are of significance due to historical, cultural and geographical reasons.	guide them in living a life submitting to God. I know that some people who follow the Sikh worldview may believe the succession of Gurus enabled the message of Guru Nanak to be continued. I know that some people who follow the Sikh worldview may believe that Gurus were spiritually liberated from birth.	
Vocabulary	Agnostic, atheist Theist, conspiracy Catholic Babylonian forces Bandi Chhor Divas denomination disciple discrimination divine authority Diwali, Emperor guru Guru Hargobind hardships King Antiochus martyr Mughal empire Ordained, oppression Persecution, prejudice, protected characteristics Protestant religious freedom	Anglican, baptism Catholic Catholicism church Church of England colonisation confession confessional congregation convert, depiction Emperor Constantine Entity, Eucharist evangelising fasting, ichthus Latin, lectern Liturgy, Magi Mass, messiah Methodist, monarchy nave	atonement Barzakh cremate Dia de los Muertos Embalm, eternal Gehinnom Jahannam judgement mourning Olam Ha-Ba purgatory reconciliation solemn, soul tachrichim Tawhid Yarm al-Qiyamah Yizkor Yom Kippur	Atma, atman bodhisattva Brahmins cremation dukkha Eightfold Path enlightenment Four Noble Truths Hukam, karma Kshatriyas liberation marga, moshka mukti, nirvana rebecoming reincarnation samsara, Shudras The Divine Vaishyas, varna Waheguru	adhere admiration Angad, anointed Authority, bloodline Caste, compassion Dedication, devotion Dignity, falcon government Guru Nanak Guru Panth Hadith, honesty Humility, integrity interpretation Kalgi, Khalsa, Kirpan Law, legal system Lehna, lineage	Authentic, cleansing, covenant, Darbar Sahib, descendants, diaspora, exile, Goddess Ganga, Harmandir Sahib, holy, Israelites, Pegan, pilgrimage, Promised Land, relic, replica, sacred, shrine, significant, stupa.

	religious group					
Prepares for future learning in...	Why doesn't Christianity always look the same?	What happens when we die?		Who should get to be in charge?	Why are some places in the world significant to believers?	Why does religion look different around the world?
Cycle B	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Enquiry Question	Why does religion look different around the world?	Why does religion look different around the world?	Why is it better to be there in person?	Why is there suffering?	Why is there suffering?	What place does religion have in our world today?
Building on prior learning in...(retrieval opportunities)	Why are some places in the world significant to believers?	Why does religion look different around the world?	Why are some places in the world significant to believers?	Where do our morals come from?	Why is there suffering?	Why does religion look different around the world?
Key Learning	<p>I know the meaning of omnipotent, omniscient and omnipresent.</p> <p>I know some of the ways that culture history, migration and tradition influence people's worldviews</p> <p>I know that people from the same organised worldview often hold the same key beliefs but may interpret and express them differently.</p> <p>I know that there are many reasons for taking part in religious practises including belief, culture,</p>	<p>I know some of the ways that culture, history, geography and tradition influence people's worldview.</p> <p>I know that people from the same organised worldview often hold the same key beliefs but may interpret and express them differently.</p> <p>I know that there are many reasons for taking part in religious practises including belief, culture, tradition.</p> <p>I know some of the ways practices and influenced by culture,</p>	<p>I know that experiencing a pilgrimage together can help some people feel a sense of belonging and community.</p> <p>I know some people often feel a significant connection to a building or place.</p> <p>I know for some, people in a specific space are more important than the place itself.</p> <p>I know that shared practises can be important to give</p>	<p>I know free will means that humans can make their own choices and determine their own fate.</p> <p>I know that beliefs about the nature of God may impacts people's ideas about the response to suffering.</p> <p>I know that some people may use religious practices to help them in times of suffering.</p> <p>I know that within and between religious and non-religious groups</p>	<p>I know free will means that humans can make their own choices and determine their own fate.</p> <p>I know that beliefs about the nature of God may impacts people's ideas about the response to suffering.</p> <p>I know that some people may use religious practices to help them in times of suffering.</p> <p>I know that within and between religious and non-religious groups teaching about challenging issues can be contradictory and controversial.</p>	<p>I know some of the ways that culture, history, geography and tradition influence people's worldviews.</p> <p>I know that there are many reasons for some people taking part in religious practices including belief, culture, tradition.</p> <p>I know that some people may find religious spaces special even if they are not part of that religion.</p>

	<p>tradition, migration and history. I know that some places are of significance due to historical, cultural and geographical reasons I know that representation is important to give people a sense of belonging. I know that religious people may read stories from the past about how people became close to God to guide them in achieving the same aim. I know that cultural, historical and geographical context affect how scripture is interpreted. I know that people disagree on whether ancient writings are still relevant to modern life.</p>	<p>tradition, geography and history. I know that religious people may read stories from the past about how people became close to God to guide them in achieving the same aim. I know that cultural, historical and geographical context affect how scripture is interpreted. I know that people disagree on whether ancient writings are still relevant to modern life. I know that shared practises can be important to give people feeling of belonging.</p>	<p>some people a sense of belonging. I know that some practices may demonstrate belonging to a particular community. I know that shared challenge can bring people together. I know a pilgrimage is a journey to a place of religious significance. I know I know that pilgrimages are important parts of some people's lives. I know pilgrimages help some people feel close to God. I know that visiting a place of personal, religious, cultural or historical significance can have a special meaning for some people. I know that there are many reasons for some people to take part in religious practices including belief, culture and tradition.</p>	<p>teaching about challenging issues can be contradictory and controversial. I know that writings from long ago can give people insight into modern-day issues. I know that ideas and beliefs about suffering come from a variety of sources. I know that people respond in different ways when they see people in their community suffering.</p>	<p>I know that ideas and beliefs about suffering come from a variety of sources. I know that people respond in different ways when they see people in their community suffering. I know that shared challenges can bring people closer together. I know that some practices might demonstrate belonging to a particular community.</p>	
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			I know that some people use stories about how others became close to God to guide them to achieving the same aim.			
Vocabulary	Abrahamic religions Ashkenazi Attributes, Charedi covenant descendants Genesis, hijab Israelites, kippah Kippot, liberal Melacha, melachot Mitzvah, mitzvot monotheism mitzvah, niqab omnibenevolent omnipotent omnipresent omniscient, Orthodox, Reform Sephardi, Shabbat	abstain adornment, avatar Buddhist Canon celestial commemorate consent, cultivate culture, deities devotee, Dharma Dharmic religion Diversity, Diwali edicts Eightfold Path impermanence incarnation interpretation intervention King Ashoka liberation Mahavira Mahayana monastic practices monastic practices	Al-Masjid Al-Aqsa Al-Masjid Al-Haram Annunciation Arafah Ark of the Covenant atheist condemned convention doctrines Dome of the Rock entombed Hajj, Ihram Isra', Jerusalem Ka'bah, Makkah Martyrdom, Mi'raj obligation pilgrimage, qiblah Rami al-Jamarat relic resurrected Sa'l, secular	balance blessings conscience contradictory controversial crucifixion evil, free will Genesis omnibenevolent omnipotent omnipresent omniscient prayer, response resurrection Satan, suffering temptation	Chardi Kala, dukkha, eightfold path, four noble truths, Hukam, kami, karma, magga, margas, Naam, nirodha, sukha, samudaya	Census, colonisation, conserve, citizen, data, discriminate, diversity, harmony, heritage, human rights, immigration, local area, limit, missionary, personal development, place worship, protected characteristics, religious, secular, spread, spirituality, worldview.
Prepares for future learning in...	Why is it better to be there in person?		Why is there suffering?		What place does religion have in our world today?	