

Religion & Worldviews Curriculum



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Intent

At Rode Heath Primary School, our Religion and worldviews curriculum aims to develop deep thinkers who are open-minded about religion and worldviews. We aim to ensure our religion and worldviews curriculum is relevant to pupils, reflecting and preparing them for life in modern Britain. Through our scheme of work, which is based on the Kapow planning, our children will secure a deep understanding of concepts in order to be able 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. This links strongly to our Hearts and Minds curriculum which sits at the centre of our school and runs through everything we do. Both curriculums ensure that children develop an inner discipline and encourage them to not just 'follow the crowd' but to educate themselves, make up their own minds and accept responsibility for their words and actions.

Children will build their conceptual knowledge through studying religions and worldviews locally, nationally and globally in our progressive curriculum, enabling them to make links and connections between worldviews, develop disciplinary skills and build on their understanding of their positionality in relation to their learning. By revisiting key 'big questions' and building on prior knowledge, pupils will learn about 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. Our curriculum also seeks to promote positive attitudes and personal qualities such as enthusiasm, reflection, respect and tolerance but also our school values of fairness, curiosity, resilience and teamwork. All of which are vital for effective learning. We believe our curriculum provides opportunities to celebrate and show an awareness of differences within our school and the wider world; it is a subject that celebrates diversity and challenges stereotypes.

Our Religion and worldviews curriculum enables our pupils to meet the government guidance, which states that RE must reflect that 'the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain. Our curriculum has been designed to fulfil the aims of 'A Curriculum framework for Religious Education in England'.

Implementation

Reflecting the findings of the Ofsted Research review series: religious education (May 2021), our scheme has the following three strands running through it:

- Substantive knowledge (conceptual and worldviews related).
- Disciplinary knowledge
- Personal knowledge

These strands are interwoven across all units to create lessons that build children's conceptual knowledge and understanding of religion and worldviews (substantive knowledge) and use a range of disciplinary lenses. Children will also be equipped to explore and express their preconceptions, personal worldviews and positionality (personal knowledge) through varied and engaging learning experiences.

We follow the Kapow Primary Religion and worldviews scheme which follows a spiral curriculum model, where units and lessons are carefully sequenced so that 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. This can be seen in the Religion and Worldviews: Progression of Knowledge and Skills.

Children begin to develop their awareness of religion and worldviews in Key Stage 1, focusing on conceptual knowledge through the study of a limited range of religions and worldviews represented in the UK, including Christianity. This will support children in building knowledge they can refer to throughout their learning in Key Stage 2 while encountering a greater range of religions and worldviews and considering further the diverse nature of religious and non-religious lived experience.

Each unit includes overarching 'big questions' which will be revisited throughout key stage 1, lower key stage 2 and upper key stage 2, 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 more specific, focused enquiry question frames the learning across each unit. Both the 'big questions' and the focused enquiry question will allow children to explore the content they are studying, make comparisons and links within and across religions and worldviews, and explore 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.

Knowledge organisers support pupils in developing conceptual knowledge and schemata by summarizing the key concepts covered in a unit and linking these to examples covered. Lessons can be adapted to stretch pupil's learning and to ensure that all pupils can access the lesson content.

Strong subject knowledge is vital for staff to deliver a highly-effective and robust Religions and Worldviews curriculum. Each unit of lessons will focus on the key subject knowledge needed to deliver the curriculum, making links with prior learning and identifying possible misconceptions. Throughout the units, children will learn skills to have respectful discussions and respond sensitively to one another. Our curriculum emphasizes the importance of diverse representations within and across religions and worldviews, focusing on real people's lived experiences of their beliefs.

Impact

The impact of our scheme can be constantly monitored through both formative and summative assessment opportunities. Each unit has a unit quiz and a knowledge catcher, which can be used at the end of the unit to provide a summative assessment.

After the implementation of our Religion and worldviews curriculum, pupils will be equipped with a range of disciplinary skills and knowledge to enable them to succeed in their secondary education. 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 worldview and have the skills to appreciate, evaluate and respond to religious, philosophical and ethical questions.

The expected impact of following our Religion and worldviews scheme of work is that the children will:

- Know and understand religious concepts relating to beliefs, practices, community and belonging, and wisdom and guidance.
- Develop an understanding of the influence of organised and personal worldviews on individuals, communities, countries and globally.
- Understand some of the ways religions and worldviews are studied (disciplinary knowledge).
- Develop understanding of their relationship with the content studied, being able to talk about their assumptions and preconceptions (personal knowledge).
- Build secure vocabulary which allows them to talk confidently and fluently about their learning.
- Answer questions about worldviews through an enquiry-based approach including investigating, interpreting, evaluating, applying & expressing.
- Talk about the similarities and differences between their own and others beliefs with respect and open mindedness.
- Understand the lived experiences of religious and non-religious worldviews to be diverse within and between people and communities.
- Develop an understanding of the ways in which personal and organised worldviews may develop and change across time and place.

The curriculum for RE aims to ensure that all pupils:

A. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain, evaluate and analyse beliefs and practices, recognising the diversity, which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of religion or a worldview.

C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Religious Education Curriculum Overview - EYFS Understanding the World

	Autumn Term	Spring Term	Summer Term
Pre-School	<ul style="list-style-type: none"> Children will talk about festivals and celebrations they have experienced e.g. Bonfire Night / Christmas / Diwali They will learn about Harvest and understand that it is a celebration of the time that farmers gather crops from the fields They will become familiar with the Christmas Story and understand that this is a special story for Christians. 	<ul style="list-style-type: none"> Children will learn about some spring festivals that are celebrated in the UK e.g. Chinese New Year, St David's Day, Easter. 	<ul style="list-style-type: none"> Children will learn that there are festivals that are celebrated at specific times of year. They will discuss what they know and recall specific memories of these times (where applicable)
Reception	<ul style="list-style-type: none"> Children will learn that the word 'religion' means a belief in a God or Gods and that there are many different religions throughout the world. They will learn that 'Christians' are people who believe in one God. They will learn how and why Harvest is celebrated in the UK and other parts of the world. They will explore an Autumn festival from another culture e.g. Diwali / Hanukkah They will understand why Christmas is an important festival for Christians and will be able to represent / retell the Christmas Story. 	<ul style="list-style-type: none"> Children will learn about the Christian story of 'Creation' They will understand why Easter is important to Christians and will retell a simple version of the Easter story. They will explore a Spring Festival from another culture e.g. Vietnamese New Year / Holi and will discuss how they differ from the Christian festivals they have learned about. 	<ul style="list-style-type: none"> Children will understand that the Bible is a special book for Christians and they will learn about some of the stories from the Bible. They will also know that other faiths also have a special book. They will explore a Summer Festival from another culture e.g. Eid al-Fitr and will discuss similarities and differences between some of the various festivals they have learned about. They will understand that some places are special to members of their community and can talk about when they may go there and why.

Religion and Worldviews Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Respectful R & W (1 lesson)	How did the world begin? Christian, Jewish, Hindu (plus option to include locally represented worldview)	What do some people believe God looks like? Christian, Hindu, Muslim	What is God's Job? Jewish, Zoroastrianist, Muslim, Hindu, Christian	Why should we care for the world? Jewish, Muslim, Hindu, Jain, Humanist	How do we know that new babies are special? Muslim, Hindu, Humanist (plus option to include locally represented worldview)	Why should we care for others? Christian, Jewish, Muslim, Bahá'í (plus, option to include locally represented worldview)
Year 2		Why do we need to give thanks? Hindu, Christian, Humanist	What do candles mean to people? Christian, Hindu, Jewish (plus, option to include locally represented worldview)	How do we know some people have a special connection to God? Sikh, Muslim, Christianity	What is a prophet? Christian, Muslim, Jewish	How do some people talk to God? Muslim, Jewish, Hindu	Where do some people talk to God? Hindu, Alevi, Muslim, Sikh (plus, option to include locally represented worldview)
Year 3		What makes us human? Hindu, Christian, Buddhist, Humanist	Where do our morals come from? Christian/Jewish, Buddhist, Muslim, Hindu, Humanist	Are scriptures central to religion? Jewish, Muslim, Christian (plus, option to include locally represented worldview)	What happens if we do wrong? Hindu, Muslim, Humanist, Christian	Why is water symbolic? Christian, Sikh, Muslim, Shinto (plus, option to include locally represented worldview)	Why is fire used ceremonially? Hindu/Sikh, Zoroastrianist (plus, option to include locally represented worldview)
Year 4		Are all religions equal? Bahá'í, Sikh, Hindu	What makes some texts sacred? Sikh, Hindu, Buddhist (plus, option to include locally represented worldview)	Just how important are our beliefs? Sikh, Muslim, Jewish (plus, option to include locally represented worldview)	Who was Jesus? Christian, Muslim, Jewish	Why is the Bible the best-selling book of all time? Christian	Does the language of scripture matter? Christian, Muslim, Jewish

Year 5		Why do people have to stand up for what they believe in? Christian, Muslim, Sikh	Why doesn't Christianity always look the same? Christian	What happens when we die? (Part 1) Jewish, Muslim, Christian, Humanist	What happens when we die? (Part 2) Hindu, Buddhism (plus, option to include locally represented worldview)	Who should get to be in charge? Sikh, Muslim	Why are some places in the world significant to believers? Christian, Jewish, Buddhist
Year 6		Why does religion look different around the world? (Part 1) Jewish, Muslim, Christian (plus, option to include locally represented worldview)	Why does religion look different around the world? (Part 2) Hindu, Sikh, Buddhist, Jain (plus, option to include locally represented worldview)	Why is it better to be there in person? Muslim, Hindu (plus, option to include locally represented worldview)	Why is there suffering? (Part 1) Muslim, Christian, Zoroastrianist	Why is there suffering? (Part 2) Shinto, Buddhist, Sikh, Humanist (plus, option to include locally represented worldview)	What place does religion have in our world today? Interfaith Student Choice



Religion and Worldviews Outline KS1 Year 1

<p>Autumn</p> <p>1</p>	<p>Respectful R&W (1 lesson)</p> <p>By discussing whether they believe or do not believe certain statements to be true, children learn what believing in something means. The 'wonder box' is introduced as a way of sharing challenging questions.</p> <hr/> <p>How did the world begin? (5 lessons)</p> <p>Exploring a range of creation stories in imaginative ways, children present their own ideas about creators and creation using art and language. They consider how creation stories help some people to understand what god is like.</p>	<p>Autumn</p> <p>2</p>	<p>What do some people believe God looks like? (6 lessons)</p> <p>Looking at Islamic art, Hindu avatars and images of the Christmas story, children explore how different people understand God on Earth. They consider these representations when creating their own artwork and talk about why putting ideas about God into words and pictures is challenging.</p>
<p>Spring</p> <p>1</p>	<p>What is God's job? (6 lessons)</p> <p>Investigating the roles of God through stories and sacred texts, children look at the things God does and what this means to different people. Children imagine what they would do if they were God and retell stories from long ago using drama, props and art.</p>	<p>Spring</p> <p>2</p>	<p>Why should we care for the world? (6 lessons)</p> <p>Building on their understanding of creation stories, children study religious stories about the relationship between humans and nature. They experience the Jewish festival of Tu BiShvat in the school grounds and use photographs to investigate how different people care for the Earth.</p>
<p>Summer</p> <p>1</p>	<p>How do we know that new babies are special? (6 lessons)</p> <p>Finding out about different ceremonies to welcome home a new baby through interviews, role play, videos and pictures. Children explore some of the symbolism in these ceremonies. They plan and take part in a ceremony to welcome a new cuddly toy to the class.</p>	<p>Summer</p> <p>2</p>	<p>Why should we care for others? (6 lessons)</p> <p>Listening to stories from the Christian and Muslim worldviews and considering what these stories say about caring for others and how they impact people's lives. Children recognise the different ways people can show they care, and use toy money and role play to explore charitable giving.</p>

Religion and Worldviews Outline KS1 Year 2

<p>Autumn</p> <p>1</p>	<p>Respectful R&W (1 lesson)</p> <p>Exploring big questions relating to Religion and worldviews, children experience agreeing and disagreeing and come up with a class set of guidelines for showing respect in R & W lessons.</p> <hr/> <p>Why do we need to give thanks? (5 lessons)</p> <p>Using a range of sources including survey data, children learn beliefs around using offerings to show gratitude. They get hands on with artefacts used during puja and write their own lyrics for a song of thanks.</p>	<p>Autumn</p> <p>2</p>	<p>What do candles mean to people? (6 lessons)</p> <p>By investigating the many ways light is used in religious and worldview contexts, children explore different festivals through artwork and stories, focusing on candles. They use natural resources to create advent wreaths and explore different hanukkiah to develop their understanding of the symbolism of candles during Hanukkah.</p>
<p>Spring</p> <p>1</p>	<p>How do we know some people have a special connection to God? (6 lessons)</p> <p>Building on their learning about how people perceive God on Earth, children listen to stories from diverse perspectives about the early life of significant religious figures. They explore how we recognise that some people have a special connection to God by searching for clues in religious stories and comprehending the symbolism within them.</p>	<p>Spring</p> <p>2</p>	<p>What is a prophet? (6 lessons)</p> <p>Asking questions about the stories they read, children find out more about the prophets Noah, Jonah, Moses, Muhammad and Guru Nanak. They take on the role of others when using hot seating and talk about things that puzzle them.</p>
<p>Summer</p> <p>1</p>	<p>How do some people talk to God? (6 lessons)</p> <p>Thinking about the importance of communication in relationships, children look at the different ways people pray and why they think this is important. Exploring the objects that some people use during prayer and expressing their ideas about worship through art.</p>	<p>Summer</p> <p>2</p>	<p>Where do some people talk to God? (6 lessons)</p> <p>Building on their learning about prayer and worship, children look at buildings within their local area and beyond. Through investigating they find out what the features of the buildings might show about people's beliefs about god. Children design their own place of worship based on their learning.</p>

Religion and Worldviews Outline KS2 Year 3

<p>Autumn</p> <p>1</p>	<p>Respectful R&W (1 lesson)</p> <p>Thinking about what religions and worldviews are, children will look at optical illusions and explore the lens that they and others look at the world through.</p> <hr/> <p>What makes us human? (5 lessons)</p> <p>Exploring ideas about spirituality, inner self and the soul, children interpret and use art to express beliefs about the soul and inner self and design a book cover and blurb for a book called 'What makes us human?'</p>	<p>Autumn</p> <p>2</p>	<p>Where do we get our morals from? (6 lessons)</p> <p>Reflecting on why people make choices about how to live a good life, children consider their views on what is right and wrong. They investigate how some Jewish people use a tallit to help them remember guidance and explore objects that others may use in a similar way. Children write their own moral code mini-book inspired by their learning in this unit.</p>
<p>Spring</p> <p>1</p>	<p>Are scriptures central to religion? (6 lessons)</p> <p>Building on their learning about guidance in religious texts, children investigate how scripture is used and treated by different people.</p> <p>Using virtual or real-life visits to places of worship, they act as detectives to find evidence of place of scripture.</p>	<p>Spring</p> <p>2</p>	<p>What happens if we do wrong? (6 lessons)</p> <p>Making connections between their previous learning about the role of god and moral guidance, children explore the meaning of consequences to different people. They design and play snakes and ladders style games based on learning beliefs about reincarnation.</p>
<p>Summer</p> <p>1</p>	<p>Why is water symbolic? (6 lessons)</p> <p>Looking at the many ways water is used in rituals and ceremonies, children will experience the symbolic use of water and learn about the historical connections water has in some religions. From this, they create poetry to express ideas about the symbolism of water.</p>	<p>Summer</p> <p>2</p>	<p>Why is fire used ceremonially? (6 lessons)</p> <p>Continuing to look at symbolism, children explore the use of fire in many ceremonies and as a symbol of remembrance. They design an eternal flame to commemorate a particular person or event and create artwork inspired by the symbolic use of fire.</p>

Religion and Worldviews Outline KS2 Year 4

<p>Autumn</p> <p>1</p>	<p>Respectful R&W (1 lesson)</p> <p>Thinking about what religions and worldviews are and exploring the ways the world can be seen. Children debate statements on discussion cards and create guidelines about how to have healthy and respectful discussions.</p> <hr/> <p>Are all religions equal? (5 lessons)</p> <p>Exploring the origins of some religions, children explore geographical and historical links and connections between some religions. They investigate Sikh and Bahá'í beliefs and practices that reflect unity and equality to plan a promotional video, poster or slide show for World Religion Day.</p>	<p>Autumn</p> <p>2</p>	<p>What makes some texts sacred? (6 lessons)</p> <p>Building on enquiry about the place of scripture in year 3, children look at different ways scriptures are used and what this shows about the value placed on them. They experience how the <i>Guru Granth Sahib</i> is treated like royalty and analyse information collaboratively.</p>
<p>Spring</p> <p>1</p>	<p>Just how important are our beliefs? (6 lessons)</p> <p>Finding out from first-hand accounts how people show commitment to their beliefs, children ask questions about why belonging to a religion may be challenging. They carry out a survey and use a priorities pie chart to evaluate what is most important to different people.</p>	<p>Spring</p> <p>2</p>	<p>Who was Jesus? (6 lessons)</p> <p>Investigating texts, children find out about the historical figure of Jesus and consider his place in Jewish, Christian and Muslim teaching and how he is seen by different communities. They will find out more about the social and religious context that Jesus lived in and how this affected the way his actions were viewed at the time.</p>
<p>Summer</p> <p>1</p>	<p>Why is the Bible the bestselling book of all time? (6 lessons)</p> <p>Using maps and historical learning, children see how Christianity spread across the world. They look at the different types of writing within the bible and when it was written. They find out about how some Christians use their bibles and design a cover for their bible which reflects their beliefs.</p>	<p>Summer</p> <p>2</p>	<p>Does the language of scripture matter? (6 lessons)</p> <p>Building on learning about the importance and place of scripture, children find out about the different languages scriptures are used in and what this reveals about different beliefs. They try their hands at Islamic calligraphy and retell the story of Martin Luther in a comic strip.</p>

Religion and Worldviews Outline KS2 Year 5

<p>Autumn 1</p>	<p>Respectful R&W (1 lesson)</p> <p>Learning the term atheist, agnostic and theist, children consider the similarities and differences between religious and non-religious worldviews and interview their peers.</p>	<p>Autumn 2</p>	<p>Why doesn't Christianity always look the same? (6 lessons)</p> <p>Thinking first as geographers and historians, children explore the spread of Christian beliefs worldwide. Through looking at artwork, history, case studies and first-hand accounts, they will investigate why, when their fundamental beliefs are the same, Christian worship looks so different in the UK and across the world. They will create freeze frames and breaking news articles as people from the past.</p>
	<p>Why do people have to stand up for what they believe in? (5 lessons)</p> <p>Thinking about religious freedom, children use historical and modern- day examples of people such as <i>Guy Fawkes</i>, who have fought for their beliefs. They use debate and critical analysis activities to discuss controversial issues.</p>		
<p>Spring 1</p>	<p>What happens when we die? Part 1 (6 lessons)</p> <p>Interpreting different sources of wisdom and beliefs about what happens when we die, children find out what different people from Abrahamic and non-religious perspectives do to mark someone's death. They explore how this is linked with beliefs about the afterlife through scripture and write songs that reflect their learning.</p>	<p>Spring 2</p>	<p>What happens when we die? Part 2 (6 lessons)</p> <p>Continuing to investigate concepts relating to death, children learn the meaning of reincarnation and karma and compare these ideas with those studied in part 1. They reflect on their own ideas about life after death and why they hold these beliefs. To conclude their learning, they collaborate to create a visual representation of their views on death, incorporating their own beliefs and those of different worldviews.</p>
<p>Summer 1</p>	<p>Who should get to be in charge? (6 lessons)</p> <p>Exploring the different ways religious leadership and authority are determined, children find out what happens when people don't agree. They examine evidence, use debating techniques and develop their knowledge of democracy, bloodline and being 'chosen' to think critically about the issues raised.</p>	<p>Summer 2</p>	<p>Why are some places in the world significant to believers? (6 lessons)</p> <p>Using maps, pictures and texts, children investigate why some places are significant to some religions. They explore why this has sometimes caused wars and what places can tell us about beliefs and culture. Acting as historians, they use virtual visits to explore primary sources and what these can tell us about the past.</p>

Religion and Worldviews Outline KS2 Year 6

<p>Autumn 1</p>	<p>Respectful R&W (1 lesson)</p> <p>Exploring the way different religions describe their god(s), children learn about words stemming from the prefix 'omni' and create designs to remember these.</p>	<p>Autumn 2</p>	<p>Why does religion look different around the world? Part 2 (6 lessons)</p> <p>Building on their learning in part 1, children consider how interpretation can change how people practise their religion and worldview. They think about the influence culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions. After exploring why there are different Buddhist schools, they compare a range of practices by experiencing some of them in the classroom.</p>
	<p>Why does religion look different around the world? Part 1 (5 lessons)</p> <p>Building on comparisons about the origins of the Abrahamic religions, (Y5 Sp 1), children discover how some religious practices are observed. They consider how culture, tradition, migration and interpretation can affect how someone practices their religion.</p>		
<p>Spring 1</p>	<p>Why is it better to be there in person? (6 lessons)</p> <p>Thinking back to previous learning about prayer and worship, (Y5 Su 2), children find out about significant journeys and pilgrimages and why going to a particular place is so important to some people. They investigate the challenges of pilgrimage experiences and consider whether it is better to go in person or virtually.</p>	<p>Spring 2</p>	<p>Why is there suffering? Part 1 (6 lessons)</p> <p>Discussing suffering, sin and free will, children find out what people from different worldviews think about this challenging question. Looking at stories and analysing texts, they explore why some people turn to God in times of suffering whereas others take it as evidence the god does not exist. The children will write in different religious viewpoints to offer advice to someone experiencing a difficult time.</p>
<p>Summer 1</p>	<p>Why is there suffering? Part 2 (6 lessons)</p> <p>Developing their understanding of suffering, children look at alternative ideas about and responses to suffering through texts and interviews. They look at accounts of people responding to the suffering of others and how their reaction is influenced by their worldviews.</p>	<p>Summer 2</p>	<p>What place does religion have in our world today? (6 lessons)</p> <p>Reflecting on all their learning in Religions and worldviews, children use a range of sources and skills to investigate the enquiry questions. Working in small groups or individually, they present their ideas and evidence to the class.</p>

Religion and Worldviews: Progression of knowledge and skills

This progression of skills and knowledge document shows how pupils progress in each of the Kapow Primary Religion and worldviews (R&W) strands: **Substantive knowledge**, **Disciplinary knowledge** and **Personal knowledge**. These strands and the design and approach of our curriculum are explained further in Religion and worldviews: Long-term plan.

The grey boxes at the top of each page show how the strand links to the Religious Education Council's [Curriculum framework for Religious Education in England](#) and its attainment targets for KS1 and KS2:

A1 Curriculum framework attainment target for KS1: Recall and name different **beliefs** and **practices**, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

Different types of knowledge in Religions and Worldviews

Substantive knowledge

This strand consists of three elements: Conceptual knowledge, Worldview-related knowledge and Skills.

The Conceptual knowledge statements show how pupils' knowledge builds in their understanding of: Beliefs, practices, wisdom and morality, community and belonging across all religions and worldviews. The worldview-related knowledge statements show the knowledge that is covered within the units, that is relevant to a specific religion or worldview. Pupils will then be able to apply this component knowledge to perform the skills.

Conceptual knowledge must be retained for pupils to be able to progress through the scheme, as they will be expected to develop their understanding of abstract concepts, building on what has gone before.

Worldview-related knowledge enables pupils to develop their conceptual knowledge through specific examples, but does not usually need to be retained by all pupils for them to be able to make progress in Religions & Worldviews.

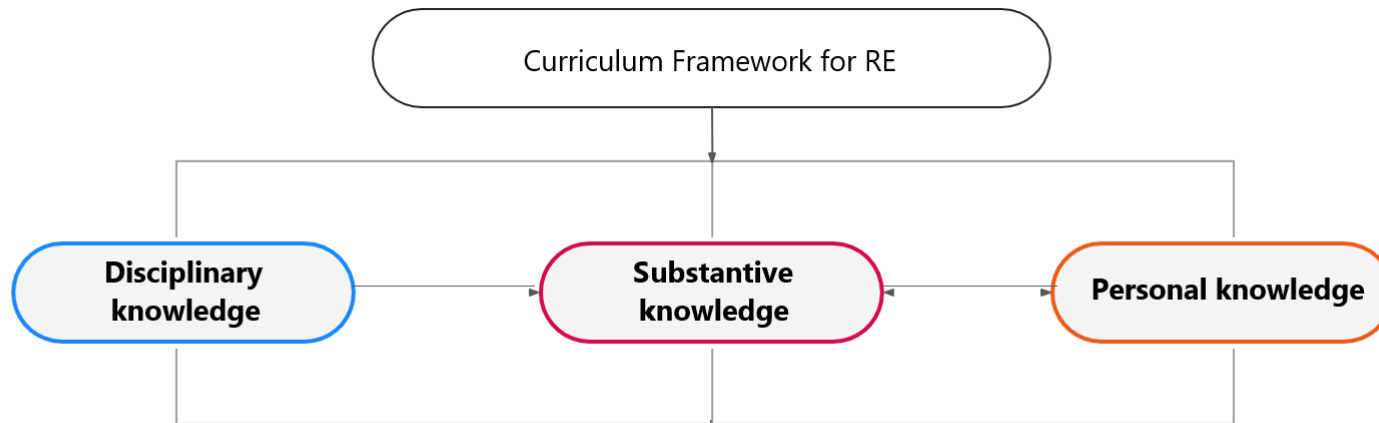
Disciplinary knowledge

This document also shows some of the different methods and processes that are used by pupils to enable them to make sense of religion. An explanation of the different types of knowledge in RE can be found in the Long-term plan.

Personal knowledge

This strand enables children to think about their own positionality, their perspective and how it might influence their learning, and to consider their own worldview personally and in relation to others. Further explanation of personal knowledge and how it interacts with substantive and disciplinary knowledge can be found in the Long-term plan.

How is the RE scheme of work organised?



Developing skills in these strands will enable pupils to begin to form responses to the following **Big questions:**

- **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 when we have different worldviews?**

Kapow Primary scheme of work

Progression of Substantive Knowledge: Beliefs

A1 Curriculum framework attainment target for KS1: Recall and name different **beliefs** and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

B3 Curriculum framework attainment target for KS1:

Notice and respond sensitively to some similarities between and within different religions and worldviews.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Beliefs	Year 1	
<p>Conceptual knowledge</p>	<ul style="list-style-type: none"> • To know that to believe is when we accept something is true, especially when we do so without proof. • To know that some people believe God exists as a powerful, non-human being. • To know that in some religions, followers believe in one supreme being or God who is loving. • To know that people have different ways of understanding God on earth (incarnation). • To know that some people believe that humans have a special relationship with God. • To know that there are different names for God. • To know that there are different ways to refer to and represent God. • To know that people have different ideas about the role of God 	
<p>Worldview-related knowledge</p>	<p>To know that people who follow the Jewish worldview generally:</p> <ul style="list-style-type: none"> -Believe in one existence of one God. -Believe that God created the world and the first people. -Believe that God made humans stewards over nature. -Believe that God has a special relationship with the Jewish people. <p>To know that people who follow the Christian worldview generally:</p> <ul style="list-style-type: none"> -Believe in the existence of one God. -Believe that Jesus is the son of God and that God is present on Earth. -Believe that God created the world and the first people. -Believe that God made humans stewards over nature. -Believe that all people are children of God and therefore equal. -Believe that God performed miracles through Jesus. 	<p>To know that people who follow the Muslim worldview generally:</p> <ul style="list-style-type: none"> -Believe in the existence of one God. -Believe that God created the world and the first people. -Believe that God made humans stewards over nature. -Believe that God is the creator of all things. <p>To know that people who follow the Hindu worldview generally:</p> <ul style="list-style-type: none"> -Believe in the existence of one God. -Believe God created the world and everything in it and this is part of a cycle of many universes that will be created. -Believe that God has many forms which help them understand and engage with God. -Believe that God is in all living things. <p>To know that people who follow the Zoroastrian worldview generally:</p> <ul style="list-style-type: none"> - Believe in the existence of one God - Believe that God created the universe. - Believe God to be fighting the battle between good and evil.

Progression of Substantive Knowledge: Beliefs

A1 Curriculum framework attainment target for KS1: Recall and name different **beliefs** and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

B3 Curriculum framework attainment target for KS1:

Notice and respond sensitively to some similarities between and within different religions and worldviews.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Beliefs	Year 2	
<p>Conceptual knowledge</p>	<ul style="list-style-type: none"> • To know that some people believe god performed miracles in the past. • To know that some people believe there are people who are chosen for a special purpose by God. • To know that a prophet is someone who talks about God's plan or will. • To know that a saviour is someone who is sent to save a group of people. • To know that some people believe that God has made a promise between himself and his people. • To know that prayer means communicating with God. 	
<p>Worldview-related knowledge</p>	<p>To know that people who follow the Jewish worldview generally:</p> <ul style="list-style-type: none"> -Believe the stories of Abraham, Noah and Moses show God's promises. -Believe one of God's miracles to be the lasting oil in the temple (Hanukkah). -Believe Jesus was a Jewish leader and teacher. <p>To know that people who follow the Christian worldview generally:</p> <ul style="list-style-type: none"> -Believe God to be good and generous in providing for humans. -Believe Jesus' birth to be one of God's miracles. -Believe that aspects of the nativity story show that Jesus was special. -Believe that many prophets told of Jesus' birth before it happened. -Believe Noah, Moses and Jonah were prophets (of many others). -Believe Jesus was the saviour. 	<p>To know that people who follow the Muslim worldview generally:</p> <ul style="list-style-type: none"> -Believe that they can communicate with God through prayer. -Believe Muhammad (pbuh) was specially chosen and the last true prophet. -Believe that Jesus was a prophet, along with Abraham, Moses and Noah. <p>To know that people who follow the Hindu worldview generally:</p> <ul style="list-style-type: none"> -Believe that they can communicate with God through prayer. <p>To know that people who follow the Sikh worldview generally:</p> <ul style="list-style-type: none"> -Believe God revealed the religion to Guru Nanak. -Believe Gurus to be inspired by God and born specially chosen. <p>To know that people who follow the Alevi worldview generally:</p> <ul style="list-style-type: none"> -Believe that they can communicate with God through prayer.

Progression of Substantive Knowledge: Beliefs

A3 Curriculum framework attainment target for KS2: Explore and describe a range of **beliefs**, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1 Curriculum framework attainment target for KS2: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B3 Curriculum framework attainment target for KS2: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Beliefs	Year 3	
<p>Conceptual knowledge</p>	<ul style="list-style-type: none"> To know that there are organised and personal worldviews and religious beliefs fit into both of these. To know that soul means a person's spiritual and emotional sense of identity. To know that some people believe all living things have a soul and that it is immortal. To know that spirituality is connection with inner self, immaterial things and belief of something beyond oneself. To know that some people believe spirituality and soul to be unique to humans. To know that some people believe connection with a god to be a spiritual experience. To know that actions have consequences and that people think differently about what these are. To know that some people believe forgiveness from God to be having wrongdoing cancelled or unpunished. To know that religious and non-religious people have ideas about the relationship between God and humans. 	
<p>Worldview-related knowledge</p>	<p>To know that people who follow the Hindu worldview generally:</p> <ul style="list-style-type: none"> -Believe that Brahma's (God's) spirit is within every living thing as everything comes from him. - Believe in reincarnation. - Believe that karma is affected by actions. <p>To know that people who follow the Christian worldview generally:</p> <ul style="list-style-type: none"> -Believe that they can be forgiven by God if they repent of wrongdoing. -Believe they will be judged by God on how they have lived. -Believe Eve to have been the first person to sin (do wrong). -Believe humans have an eternal soul. 	<p>To know that people who follow the Muslim worldview generally:</p> <ul style="list-style-type: none"> -Believe they will be judged by God according to their actions and intentions. -Believe that water is sacred. <p>To know that people who follow the Buddhist worldview generally:</p> <ul style="list-style-type: none"> - Believe that the way they think and what they focus on are key to being human. - Do not believe in a creator God or God as an external force in their lives. <p>To know that people who follow the Humanist worldview generally:</p> <ul style="list-style-type: none"> -Believe there is no god. -Believe that we have one life and we should make the most of it. -Believe human beings evolved naturally and have the potential to lead good and happy lives.

Progression of Substantive Knowledge: Beliefs

A3 Curriculum framework attainment target for KS2: Explore and describe a range of **beliefs**, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1 Curriculum framework attainment target for KS2: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B3 Curriculum framework attainment target for KS2: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Beliefs	Year 4	
<p>Conceptual knowledge</p>	<ul style="list-style-type: none"> To know that religious and non-religious worldviews change over time for individuals and groups. To know that people from different religions believe some of the same things. To know that organised and personal religious beliefs change and develop over time. To know that there are historical links and connections between religions. To know that sacrifice means giving up something valued for the sake of something else. To know that holy means divine, sacred or connected to God. To know that there is evidence that Jesus was a real person and that people have different beliefs about his significance. 	
<p>Worldview-related knowledge</p>	<p>To know that people who follow the Buddhist worldview generally: -Believe the teachings of Siddhattha Gotama (known as the Buddha).</p> <p>To know that people who follow the Christian worldview generally: -Believe God wants to have a relationship with humans and this can be achieved through Jesus. -Believe Jesus was resurrected (raised from the dead) after his crucifixion. -Believe Jesus fulfilled prophecies from the Old Testament.</p> <p>To know that people who follow the Sikh worldview generally: -Believe in one God who is all-important and that the religion you follow God. does not matter -Believe in one God, known by many names, who created the world. -Believe that God can be experienced personally but not be understood. -Believe that committing to trying to love God and do what he wants are more important than ceremonies, rituals and practices.</p>	<p>To know that people who follow the Jewish worldview generally: -Believe Jesus to be a radical Jewish leader at the time he lived. -Believe that God made a covenant with the Jewish people. -Believe that the prophets told of a messiah but that Jesus was not the messiah.</p> <p>To know that people who follow the Hindu worldview generally: -Believe that their religion goes beyond time and space and is therefore eternal, (Sanatan Dharma - the eternal way).</p> <p>To know that people who follow the Bahá'í worldview generally: -Believe that all religions are ways to understand and describe the same -Believe that there is one God.</p> <p>To know that people from the Muslim worldview generally: -Believe that there is only one true religion.</p>

Progression of Substantive Knowledge: Beliefs

A3 Curriculum framework attainment target for KS2: Explore and describe a range of **beliefs**, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1 Curriculum framework attainment target for KS2: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B3 Curriculum framework attainment target for KS2: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Beliefs	Year 5	
<p>Conceptual knowledge</p>	<ul style="list-style-type: none"> • To know the meaning of atheist, agnostic and theist. • To know that people have different beliefs about what happens when we die. • To know the meaning of the following vocabulary in relation to death: afterlife, reincarnation, soul, judgement, eternity, finality, heaven and hell. • To know that a person's beliefs about death may influence how they live their life. • To know that many people who are not religious believe in some form of afterlife. • To know that in the UK religious beliefs are a protected characteristic. • To know that in some times and places people did not or do not have religious freedom. • To know that throughout history and in modern times people have had to protest or fight for religious freedom. • To know some of the ways that history, geography and leadership influence people's worldviews. • To know that leadership and authority can impact people's worldviews. • To know that worldviews impact the process of choosing leadership and authority. • To know that some people believe leaders are anointed (chosen by god). • To know that leadership and authority can impact people's worldviews. • To know that some places are valued by certain people due to things that have happened there. 	
<p>Worldview-related knowledge</p>	<p>To know that people who follow the Christian worldview generally:</p> <ul style="list-style-type: none"> -Believe in the Trinity (Father, Son and Holy Spirit). -Believe God sent the Holy Spirit to be with people and that this spirit helps and guides them -Believe in heaven (eternity with God) and hell (eternity separated from God). -Believe that they will be judged by God at some point after death and that they will have opportunity to repent and be saved from hell. - Hold the same key beliefs but may interpret and express them differently depending on their denomination. <p>To know that people who follow the Jewish worldview generally:</p> <ul style="list-style-type: none"> -Believe our actions and purpose in life are more important than what happens when we die. -Believe that they will be judged by God in some way after death. 	<p>To know that people who follow the Humanist worldview generally:</p> <ul style="list-style-type: none"> -Believe that there is no life after death. -Recognise that things we have done in life can have an impact after our death (e.g. work, children, memories). <p>To know that people who follow the Sikh worldview generally:</p> <ul style="list-style-type: none"> -Believe in reincarnation. <p>To know that people who follow the Buddhist tradition generally:</p> <ul style="list-style-type: none"> -Believe in reincarnation. <p>To know that people who follow the Muslim worldview generally:</p> <ul style="list-style-type: none"> -Believe that they will be resurrected and judged by Allah after death on the day of judgement. -Believe that depending on their life they will enter Jannah

	<ul style="list-style-type: none">-Believe resurrection of the physical body or the soul will happen at some point after life.-Believe the covenant between God and the Jewish people in the Torah to be central to their worldview. <p>To know that people who follow the Hindu worldview generally:</p> <ul style="list-style-type: none">-Believe in reincarnation as their soul being born into another body (samsara).-Aim to escape samsara and reach moksha (spiritual freedom) through good karma.	<p>(paradise) or Jahannam hell.</p> <ul style="list-style-type: none">-Believe that Allah is forgiving and compassionate so not all bad actions will be punished.
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Progression of Substantive Knowledge: Beliefs

A3 Curriculum framework attainment target for KS2: Explore and describe a range of **beliefs**, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1 Curriculum framework attainment target for KS2: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B3 Curriculum framework attainment target for KS2: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Beliefs	Year 6	
<p>Conceptual knowledge</p>	<ul style="list-style-type: none"> • To know the meaning of omnipotent (all powerful), omniscient (all knowing) and omnipresent (everywhere at all times). • To know some of the ways that culture, history, geography and tradition influence people's worldviews. • To know that some people believe leaders are anointed (chosen by God). • To know that people from the same organised worldview often hold the same key beliefs but may interpret and express them differently. • To know that free will means humans are able to make their own choices and determine their own fate. • To know that beliefs about the nature of God impact people's ideas about and responses to suffering. 	
<p>Worldview-related knowledge</p>	<p>To know that people who follow the Christian worldview generally: -Believe the original sin was committed by Eve and that this changed the relationship between God and humans (the fall). -Believe that human beings have free will.</p> <p>To know that people who follow the Zoroastrian worldview generally: -Believe there is a battle between good and evil both spiritually and morally. -Believe that human beings have free will.</p> <p>To know that people who follow the Jewish worldview generally: -Believe that human beings have free will.</p> <p>To know that people who follow the Humanist worldview generally: -Believe suffering to be caused either by human nature or the randomness of nature.</p>	<p>To know that people who follow the Sikh worldview generally: -Believe that everything that happens is according to God's will (hukam).</p> <p>To know that people who follow the Buddhist tradition generally: -Believe human life is full of suffering and that by following the Noble eightfold path they can be released from suffering.</p> <p>To know that people who follow the Sinto worldview generally: -Believe spirits or mystical elements (kami) intervene with human life and if they are treated well will bring benefits to their lives.</p>

Progression of Substantive Knowledge: Practices

A1 Curriculum framework attainment target for KS1: Recall and name different **beliefs** and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

B3 Curriculum framework attainment target for KS1:

Notice and respond sensitively to some similarities between and within different religions and worldviews.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Practices	Year 1	
Conceptual knowledge	<ul style="list-style-type: none"> To know that some religious people use art, objects and special times to represent and remember incarnation of God (of the presence of God on Earth). To know that many people have special ceremonies when babies are born. To know that many people give money, time or donations to charity as a way of showing that caring for others is important. 	
Worldview-related knowledge	<p>To know that people who follow the Jewish worldview may:</p> <ul style="list-style-type: none"> -Give to charity (tzedakah) as a way of expressing their beliefs. -Celebrate Tu B'Shevat as an expression of the importance of nature and to show gratitude for it. -Try to live according to God's mitzvot. <p>To know that people who follow the Christian worldview may:</p> <ul style="list-style-type: none"> -Celebrate the birth of Jesus at Christmas by attending church services, giving gifts and retelling the nativity of Jesus. -Give to charity as a way of expressing their beliefs. <p>To know that people who follow the Muslim worldview may:</p> <ul style="list-style-type: none"> -Give to charity (Zakah) as a way of expressing their beliefs. -Perform adhan and 'aqiqah when a baby is born. -Use 99 names to describe Allah (God). 	<p>To know that people who follow the Hindu worldview may:</p> <ul style="list-style-type: none"> - Perform jatakama when a new baby is born. -Use murti (forms) to represent some of the different forms of God. <p>To know that people who follow the Humanist worldview may:</p> <ul style="list-style-type: none"> -Have a naming ceremony when a new baby is born.

Progression of Substantive Knowledge: Practices

A1 Curriculum framework attainment target for KS1: Recall and name different **beliefs** and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

B3 Curriculum framework attainment target for KS1:

Notice and respond sensitively to some similarities between and within different religions and worldviews.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Practices	Year 2	
<p>Conceptual knowledge</p>	<ul style="list-style-type: none"> To know there are some festivals which are celebrated by religious and non-religious people. To know festivals usually celebrate a special or miraculous event from the past. To know that festivals often use light symbolically as part of celebrations. To know worship means to honour and adore. To know there are some objects that are special to followers of religious traditions. To know that one reason religious followers worship is to show gratitude, say 'thank you', to god. To know that a festival is celebrated by many people and happens regularly. To know that practices associated with festivals have special meanings. To know that people from the same faith may celebrate a festival differently. To know that people pray in different ways in different places. To know that objects, words and actions can represent an idea of belief. To know that when some people talk to god they might use their body to show respect. To know that some people talk to god in different ways and for different reasons. 	
<p>Worldview-related knowledge</p>	<p>To know that people who follow the Christian worldview may:</p> <ul style="list-style-type: none"> - Use candles to represent Jesus as light of the world. -Celebrate Harvest as a special time to thank God for providing food, often donating food to others at this time. -Use candles to celebrate advent and symbolise key concepts and people related to Christmas. -Celebrate Christmas in ways that remind them of Jesus' birth (crib scene, star, angels, Christingle). <p>To know that people who follow the Hindu worldview may:</p> <ul style="list-style-type: none"> -Celebrate Diwali by listening to stories, wearing their finest clothes, illuminating their homes, worshipping, and having family 	<p>To know that people who follow the Jewish worldview may:</p> <ul style="list-style-type: none"> -Celebrate Hanukkah by listening to stories, lighting a menorah, eating special food and playing dreidel. -Use mezuzah and tefillin to help remind them of God's word. <p>To know that people who follow the Muslim worldview may:</p> <ul style="list-style-type: none"> -Carry out Wudu before prayer. -Use special positions and actions during prayer called rak'ah. -Visit the mosque and find some of the features help them to pray. -Say 'peace be upon him' (pbuh) when talking about Muhammad to show respect. -Have no images of God or Muhammad (pbuh) as a sign of respect.

feasts.

-Often worship individually.

-Worship through puja in their home or in a mandir, with rituals including a bell, lighting incense, prayers, offerings to murtus and lamp lighting.

-Visit a mandir and find that some of the features help them to pray.

To know that people who follow the **Alevi** worldview may:

-Visit a cemevi and find some of the features help them to pray.

To know that people who follow the **Sikh** worldview may:

-Visit a gurudwara and some of the features help them to pray.

Progression of Substantive Knowledge: Practices

A1 Curriculum framework attainment target

for KS2: Describe and make connections between different **features** of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A3 Curriculum framework attainment target for KS2:

Explore and describe a range of beliefs, symbols and **actions** so that they can understand different ways of life and ways of expressing meaning.

B3 Curriculum framework attainment target for KS2:

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Practices	Year 3	
Conceptual knowledge	<ul style="list-style-type: none"> To know that rituals are a way of expressing beliefs and ideas about god. To know that prayer, meditation and rituals are used to connect spiritually. To know that the way scriptures are used and treated reflects beliefs about their importance. To know that water is often used in ceremonies and rituals to symbolise cleansing and purity. To know that fire is often used in ceremonies and rituals to symbolise purity and remembrance. To know that worship can take many forms and often involves symbolism. 	
Worldview-related knowledge	<p>To know that people who follow the Buddhist worldview may:</p> <ul style="list-style-type: none"> -Meditate to ensure the mind is peaceful and focused. -Believe that through regular meditation they can reach nirvana. <p>To know that people who follow the Muslim worldview may:</p> <ul style="list-style-type: none"> -Treat the Qur'an in special ways to show respect. -Believe the Qur'an can only be fully understood if read with faith (iman). -Use water to perform wudu prior to prayer and worship. <p>To know that people who follow the Christian worldview may:</p> <ul style="list-style-type: none"> -Read the Bible in a variety of translations and ways. -Use prayer to ask for God's forgiveness. -Use water for baptism, following the example of Jesus in the Bible. <p>To know that people who follow the Sikh worldview may:</p> <ul style="list-style-type: none"> -Use fire as part of funeral rituals. 	<p>To know that people who follow the Hindu worldview may:</p> <ul style="list-style-type: none"> -Use fire symbolically during marriage ceremonies and funerals. -Use a flame or lamp as part of puja. <p>To know that people who follow the Jewish worldview may:</p> <ul style="list-style-type: none"> -Wear a tzitzit (prayer shawl) to remind them of God's guidance. -Treat the Torah and Tanakh in special ways to show respect. <p>To know that people who follow the Zoroastrian worldview may:</p> <ul style="list-style-type: none"> -Use fire as a symbol of purity and the light of God. <p>To know that people who follow the Shinto worldview may:</p> <ul style="list-style-type: none"> -Use water for ritual cleaning and as a symbol of nature.

Progression of Substantive Knowledge: Practices

A1 Curriculum framework attainment target

for KS2: Describe and make connections between different **features** of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A3 Curriculum framework attainment target for KS2:

Explore and describe a range of beliefs, symbols and **actions** so that they can understand different ways of life and ways of expressing meaning.

B3 Curriculum framework attainment target for KS2:

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Practices	Year 4	
Conceptual knowledge	<ul style="list-style-type: none"> To know that the way scriptures are treated and used reflects beliefs about their meaning and origin. To know that rituals and practices can be based on religious and cultural roots and that often these are interconnected. To know that the ways scriptures are read and used changes over time. To know that people with similar worldviews may practice in different ways due to historical events. To know that practices change over time. 	
Worldview-related knowledge	<p>To know that people who follow the Christian worldview may:</p> <ul style="list-style-type: none"> -Celebrate Easter remembering Jesus' death and resurrection. <p>To know that people who follow the Sikh worldview may:</p> <ul style="list-style-type: none"> -Treat the Guru Granth Sahib in special ways to show respect. -Wear five symbols, known as the Five Ks, as symbols of their faith. 	<p>To know that people who follow the Jewish worldview may:</p> <ul style="list-style-type: none"> -Take part in a Bar/Bat Mitzvah ceremony as a sign of becoming responsible for fulfilling the mitzvot. -Use mezuzah and tefillin to help remind them of God's word. <p>To know that people who follow the Hindu worldview may:</p> <ul style="list-style-type: none"> - Read from a variety of scriptures including what is sometimes referred to as the 'revealed truths' (shruti) and the 'remembered truths' (smriti).

Progression of Substantive Knowledge: Practices

A1 Curriculum framework attainment target

for KS2: Describe and make connections between different **features** of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A3 Curriculum framework attainment target for KS2:

Explore and describe a range of beliefs, symbols and **actions** so that they can understand different ways of life and ways of expressing meaning.

B3 Curriculum framework attainment target for KS2:

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Practices	Year 5	
Conceptual knowledge	<ul style="list-style-type: none"> To know that funeral practices often reflect beliefs about life after death. To know that funerals can be important to help people grieve. To know that some festivals commemorate times when religious freedom has been fought for (e.g. Bonfire night). To begin to consider reasons for taking part in religious practices including belief, culture, tradition and obligation. To begin to consider some of the ways practices are influenced by culture, tradition, geography, leadership and history. 	
Worldview-related knowledge	<p>To know that people who follow the Christian worldview may:</p> <ul style="list-style-type: none"> -Include songs, bible readings, prayers and liturgy in a funeral service at a church. -Worship and pray in different ways depending on which denomination they belong to. -Express their worldview in a way which reflects their culture. -Celebrate Pentecost as when God sent the Holy Spirit to Earth and as the start of the Christian church. <p>To know that people who follow the Muslim worldview may:</p> <ul style="list-style-type: none"> -Prefer burial over cremation linking to their beliefs about resurrection. -Treat a body in special ways after death showing their beliefs about resurrection. 	<p>To know that people who follow the Jewish worldview may:</p> <ul style="list-style-type: none"> -Prefer burial over cremation linking to their beliefs about resurrection. -Treat a body in special ways after death showing their beliefs about resurrection. <p>To know that people who follow the Hindu worldview may:</p> <ul style="list-style-type: none"> -Treat a body in special ways after death, including symbolic actions. <p>To know that people who follow the Sikh worldview may:</p> <ul style="list-style-type: none"> -Celebrate Diwali remembering the story of Guru Hargobind. -try to follow the examples of the Gurus when thinking about standing up for their beliefs.

Progression of Substantive Knowledge: Practices

A1 Curriculum framework attainment target

for KS2: Describe and make connections between different **features** of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A3 Curriculum framework attainment target for KS2:

Explore and describe a range of beliefs, symbols and **actions** so that they can understand different ways of life and ways of expressing meaning.

B3 Curriculum framework attainment target

for KS2: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Practices	Year 6	
Conceptual knowledge	<ul style="list-style-type: none"> To know that some people may use religious practices (e.g. prayer, worship,) to help them in times of suffering. To know that a pilgrimage is a journey to a place of significance. To know that pilgrimages are an important part of some people's life. To know that pilgrimage helps some people to feel close to God. To know that visiting a place of personal, religious, cultural or historical significance can have a special meaning to many people. To know that there are many reasons for taking part in religious practices including belief, culture and tradition. To know some of the ways practices are influenced by culture, tradition, geography and history. 	
Worldview-related knowledge	<p>To know that people who follow the Muslim worldview may:</p> <ul style="list-style-type: none"> -Complete Hajj (pilgrimage) at least once in their lifetime. -Practise differently depending on the branch they are part of. -Pray alone and with others at times of suffering. <p>To know that people who follow the Hindu worldview may:</p> <ul style="list-style-type: none"> -Try to complete at least one pilgrimage in their lifetime, possibly to the River Ganges. <p>To know that people who follow the Buddhist worldview may:</p> <ul style="list-style-type: none"> -Go on a pilgrimage or retreat to places of significance. -Practise differently according to the form they follow. 	<p>To know that people who follow the Christian worldview may:</p> <ul style="list-style-type: none"> -Pray in various ways to ask God for help at times of suffering. <p>To know that people who follow the Jewish worldview may:</p> <ul style="list-style-type: none"> -Have different perceptions of the mitzvot and practise accordingly. -Observe Shabbat. -Practise differently depending on their interpretation of scripture (Orthodox or Reform). <p>To know that people who follow the Shinto worldview may:</p> <ul style="list-style-type: none"> -Perform rituals both at home and at shrines.

Progression of Substantive Knowledge: Wisdom and Morality

A2 Curriculum framework attainment target for KS1: Retell and suggest meanings to some religious and **moral** stories, exploring and discussing sacred writings and sources of **wisdom** and recognising the traditions from which they come.

B3 Curriculum framework attainment target for KS1:

Notice and respond sensitively to some similarities between and within different religions and worldviews.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Wisdom and Morality	Year 1	
<p>Conceptual knowledge</p>	<ul style="list-style-type: none"> • To know that some spoken and written words are important to people. • To know that creation stories provide people with possible answers as to why we are here. • To know that followers often read religious stories. • To know that some religious stories may guide people to care for animals and the planet. • To know that religious teachings often encourage gratitude for what god created (e.g. others and the planet) and a responsibility to look after it. • To know that some stories may guide people to care for others. • To know that the way people treat animals and nature reflects their worldview. 	
<p>Worldview-related knowledge</p>	<p>To know that people who follow the Jewish worldview may:</p> <ul style="list-style-type: none"> -Understand the Torah to contain the 'word of God'. -Believe that the Genesis creation story explains how the Earth and humans were created. -Read the Torah to help them to understand God and for advice to help them live a good life. <p>To know that people who follow the Christian worldview may:</p> <ul style="list-style-type: none"> -Believe that the Genesis creation story explains how the Earth and humans were created. -Read stories from the Christian Bible to help them understand God and for advice about how to live a good life. -Understand the Christian Bible to be the 'word of God'. <p>To know that people who follow the Muslim worldview may:</p> <ul style="list-style-type: none"> -Understand the Qur'an to be the 'word of God'. -Read the Qur'an and stories about the Prophet Muhammad (pbuh) to help them understand God and for advice on how to live a good life. -Give to charity as one of the five pillars. 	<p>To know that people who follow the Hindu worldview may:</p> <ul style="list-style-type: none"> -Follow the principle of ahimsa (harmlessness) as a way of life. -Read many sacred texts including the Rig Veda which contains one of many creation stories to help them understand God. <p>To know that people who follow the Jain worldview may:</p> <ul style="list-style-type: none"> -Believe all living things to contain souls and should therefore be valued and respected. -Follow ahimsa (harmlessness) as their main principle.

Progression of Substantive Knowledge: Wisdom and Morality

A2 Curriculum framework attainment target for KS1: Retell and suggest meanings to some religious and **moral** stories, exploring and discussing sacred writings and sources of **wisdom** and recognising the traditions from which they come.

B3 Curriculum framework attainment target for KS1:

Notice and respond sensitively to some similarities between and within different religions and worldviews.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Wisdom and Morality	Year 2	
<p>Conceptual knowledge</p>	<ul style="list-style-type: none"> • To know that books and stories can have different meaning to different people. • To know that religious stories can help us to understand religious beliefs. • To know that stories from long ago can be applied to modern life. • To know that wisdom means thinking sensibly and taking into account knowledge and experience. • To know that guidance means advice, information or rules given by someone in authority. • To know that values are what people see as important in life. • To know that prophets and gurus are considered to share god's wisdom and guidance have had it revealed to them by God. • To know that religions have forms of guidance or rules (commandments) and believers will follow these in different ways. 	
<p>Worldview-related knowledge</p>	<p>To know that people who follow the Jewish worldview may:</p> <ul style="list-style-type: none"> -Believe God communicated with humans through the Torah. -Believe that the mitzvot were given to Moses by God. -Try to live according to God's mitzvot (commandments). <p>To know that people who follow the Christian worldview may:</p> <ul style="list-style-type: none"> -Believe that God communicated his will through many prophets and that these messages can be applied to their lives today. 	<p>To know that people who follow the Hindu worldview may:</p> <ul style="list-style-type: none"> -Read Smiriti (remembered truths) which contain important Hindu stories. -Believe the stories in the smriti to be remembered by humans. <p>To know that people who follow the Muslim worldview may:</p> <ul style="list-style-type: none"> -Try to follow the five pillars of Islam as living 'belief in action'. -Believe in harmlessness (ahimsa).

Progression of Substantive Knowledge: Wisdom and Morality

A2 Curriculum framework attainment target for KS2: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of **wisdom** and to beliefs and teachings that arise from them in different communities.

B3 Curriculum framework attainment target for KS2:

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Wisdom and Morality	Year 3	
<p>Conceptual knowledge</p>	<ul style="list-style-type: none"> • To know that morals are our thinking about what is right and wrong. • To know many religious and non-religious worldviews express the idea of a 'golden rule' relating to how we treat others. • To know that the teachings of a religious or non-religious worldview often link with a follower's life choices. • To know that people's views about what is right and wrong change over time and place. • To know that many factors affect our morals and life choices. 	
<p>Worldview-related knowledge</p>	<p>To know that people who follow the Christian worldview may:</p> <ul style="list-style-type: none"> -Follow the Ten Commandments as part of their moral code. -Try to live in a way that pleases God. <p>To know that people who follow the Muslim worldview may:</p> <ul style="list-style-type: none"> -Believe that the Qu'ran provides them with guidance as to how to live according to Allah's will including The Five Pillars. -Try to live in a way that pleases God. <p>To know that people who follow the Hindu worldview may:</p> <ul style="list-style-type: none"> -Try to follow The Five Niyamas and The Five Yamas. -Consider the consequences of their actions in light of karma. 	<p>To know that people who follow the Buddhist worldview may:</p> <ul style="list-style-type: none"> -Believe that they should try following The Five Precepts left by Buddha as a guide for everyday life. -Believe that the way to avoid suffering is to follow The Noble Eightfold Path. <p>To know that people who follow the Humanist worldview may:</p> <ul style="list-style-type: none"> -Consider what is morally right or wrong by thinking about the effect an action may have on others. <p>To know that people who follow the Jewish worldview may:</p> <ul style="list-style-type: none"> -Try to follow the 613 mitzvot for how to live. -Follow the Ten Commandments as part of their moral code.

Progression of Substantive Knowledge: Wisdom and Morality

A2 Curriculum framework attainment target for KS2: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of **wisdom** and to beliefs and teachings that arise from them in different communities.

B3 Curriculum framework attainment target for KS2:

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Wisdom and Morality

Year 4

Conceptual knowledge

- To know that stories and scriptures give insights about how to live.
- To know that religious texts contain different types of writings.
- To know why the bible has a significant role in public life in many countries, including the UK.
- To know that religious scriptures come from a range of sources and origins.
- To know that religious scriptures are written in different languages and this can affect interpretation.
-

Worldview-related knowledge

To know that people who follow the **Christian** worldview may:

- Use the different types of writings (parables, letters, psalms, gospels and recounts) as an explanation of their faith and a central feature of their life.
- Believe that the bible is a collection of books told orally and then written by different people at different times.
- Believe some translations of the bible to be more accurate than others.
- Read the stories Jesus told (parables) for wisdom on how to live.
- Believe that Jesus' teachings were radical in the historical and geographical context he was living in.

To know that people who follow the **Muslim** worldview may:

- Believe that as the Qur'an was originally written in Arabic that is the more accurate language to read it in.
- Believe that the Qur'an was revealed to Muhammad over 23 years, shared by recitation and written down by his companions after his death.
- Study the Qur'an from childhood and learn to recite it.

To know that people who follow the **Jewish** worldview may:

- Believe the Torah should be written and read in Hebrew, translations are used but not considered to be fully accurate.
- Study the Torah from childhood and learn to recite it.

To know that people who follow the **Sikh** worldview may:

- Believe the *Guru Granth Sahib* to be the final Guru, in written rather than human form.
- Believe the *Guru Granth Sahib* was compiled by one of the *Gurus* and includes teaching from Hindu and Muslim scholars.
- Seek guidance and inspiration from the *Guru Granth Sahib*.

To know that people who follow the **Buddhist** worldview may:

- Use the Buddhist canon for guidance.

Progression of Substantive Knowledge: Wisdom and Morality

A2 Curriculum framework attainment target for KS2: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of **wisdom** and to beliefs and teachings that arise from them in different communities.

B3 Curriculum framework attainment target for KS2:

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Wisdom and Morality	Year 5	
<p>Conceptual knowledge</p>	<ul style="list-style-type: none"> To know that ideas about the afterlife come from many sources. To know that beliefs about life after death often affect how people choose to live their lives. To know that people are inspired and led by others from within and outside their community. To begin to understand that scripture can be interpreted in different ways. To know that there are different ways to decide who becomes a leader or authority (democracy, bloodline) and these are not always agreed on. To know that wisdom means thinking sensibly and taking into account knowledge and experience. To know that guidance means advice, information or rules given by someone in authority. To know that within and between religious and non-religious groups people may disagree about challenging issues. 	
<p>Worldview-related knowledge</p>	<p>To know that people who follow Sikh worldview may:</p> <ul style="list-style-type: none"> -Follow the examples of the <i>Gurus</i> when thinking about standing up for their beliefs. -Believe that the succession of <i>Gurus</i> was passed on to those who were spiritually liberated from birth and therefore able to continue <i>Guru Nanak's</i> message. <p>To know that people who follow the Christian worldview may:</p> <ul style="list-style-type: none"> -Interpret some teachings of the Bible differently or put emphasis on different aspect of key teaching depending on their denomination. -Read the Bible to help them understand and respond to death. -Understand particular places to be significant to their religion based on scripture and historical events. <p>To know that people who follow the Jewish worldview may:</p> <ul style="list-style-type: none"> -Read the Tenak to help them understand and respond to death. -Understand particular places to be significant to their religion based on scripture and historical events. 	<p>To know that people who follow the Muslim worldview may:</p> <ul style="list-style-type: none"> -Read the Qur'an to help them understand and respond to death. -Be part of either the Sunni or Shi'a group who disagree on who would succeed Muhammad. -Understand particular places to be significant to their religion based on scripture and historical events. <p>To know that people who follow the Hindu worldview may:</p> <ul style="list-style-type: none"> -Read the Bhagavad Gita to help them understand and respond to death. <p>To know that people who follow the Buddhist worldview may:</p> <ul style="list-style-type: none"> -Read the story of Kisagotami to help them understand and respond to death.

Progression of Substantive Knowledge: Wisdom and Morality

A2 Curriculum framework attainment target for KS2: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of **wisdom** and to beliefs and teachings that arise from them in different communities.

B3 Curriculum framework attainment target for KS2:

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Wisdom and Morality	Year 6	
<p>Conceptual knowledge</p>	<ul style="list-style-type: none"> To know that within and between religious and non-religious groups teaching about challenging issues can be contradictory and controversial. To know that writings from long ago can give people insight into modern day issues. To know that ideas and beliefs about suffering come from many sources. To 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. To know that cultural, historical and geographical context can affect how scripture is interpreted. To know that people disagree on whether ancient writings are still relevant to modern life. To know that the same guidance or scripture can be interpreted differently by people. 	
<p>Worldview-related knowledge</p>	<p>To know that people who follow the Christian worldview may:</p> <ul style="list-style-type: none"> -Read modern translations of the Bible to help them understand the content in a modern-day context. -Read the Bible to help them understand and respond to suffering. <p>To know that people who follow the Muslim worldview may:</p> <ul style="list-style-type: none"> -Go on Hajj as one of The Five Pillars. -Refer to the Hadith and Sunna (believed sayings and accounts of Muhammad to help guide them in living a life of submission to God. 	<p>To know that people who follow the Jewish worldview may:</p> <ul style="list-style-type: none"> -Read the Tenak to help them understand and respond to suffering. <p>To know that people who follow the Buddhist worldview may:</p> <ul style="list-style-type: none"> -Read the story of Kisagotami to help them understand and respond to suffering.

Progression of Substantive Knowledge: Community and Belonging

A3 Curriculum framework attainment target for KS1:

Recognise some different symbols and actions which express a **community's** way of life, appreciating some similarities between communities.

B1 Curriculum framework

attainment target for KS1: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a **community** might make.

B2 Curriculum framework attainment target for KS1:

Observe and recount different ways of expressing identity and **belonging**, responding sensitively for themselves.

C2 Curriculum framework attainment target for KS1:

Find out about and respond with ideas to examples of co-operation between people who are different.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Community and Belonging	Year 1	
Conceptual knowledge	<ul style="list-style-type: none"> To know that religious (and non-religious) groups often provide support and care to their local and worldwide communities. To know that people with similar worldviews often work together to care for the world and for others. To know that some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community. To know that baby welcoming ceremonies often include symbols and actions to show the baby's relationship with god. 	
Worldview-related knowledge	<p>To know that people who follow the Christian worldview may:</p> <ul style="list-style-type: none"> -Believe it is important to help others in their community who are different to themselves. <p>To know that people who follow the Muslim worldview may:</p> <ul style="list-style-type: none"> -Share food and money with their community as part of 'aqiqah when a new baby is born. -Give to charity as the third pillar of Islam to support others in the Muslim community. 	<p>To know that people who follow the Humanist worldview may:</p> <ul style="list-style-type: none"> -Invite family and friends to a naming ceremony to celebrate the baby belonging to their community. <p>To know that people who follow the Hindu worldview may:</p> <ul style="list-style-type: none"> -Carry out Jatakarma (baby welcoming) and Upanayana (sacred thread) ceremonies.

Progression of Substantive Knowledge: Community and Belonging

A3 Curriculum framework attainment target for KS1:

Recognise some different symbols and actions which express a **community's** way of life, appreciating some similarities between communities.

B1 Curriculum framework attainment target for KS1:

Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a **community** might make.

B2 Curriculum framework attainment target for KS1:

Observe and recount different ways of expressing identity and **belonging**, responding sensitively for themselves.

C2 Curriculum framework attainment target for KS1:

Find out about and respond with ideas to examples of co-operation between people who are different.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Community and Belonging

Year 2

Conceptual knowledge

- To know that many festivals are often celebrated as a community.
- To know that some people find praying or worshiping as part of a community helpful.
- To know that members of the same community may have similar or different ways of life.
- To know that many religious groups have special buildings which may have features linked to beliefs and practices.
- To know that offerings used to express gratitude may be used to help a person's local or national community.
- To know that within a community people have different values, ideas and beliefs.

Worldview-related knowledge

To know that people who follow the **Jewish** worldview may:
 -Help others in their community as part of following mitzvot.
 -Celebrate Hanukkah with others from the Jewish community.

To know that people who follow the **Christian** worldview may:
 -Use offerings given at Harvest to help others in their local community.

To know that people who follow the **Hindu** worldview may:
 -Visit the mandir to worship and pray with members of their community.
 -Celebrate Diwali with others from the Hindu community.

To know that people who follow the **Muslim** worldview may:
 -Visit the mosque to worship and pray with members of their community.

Progression of Substantive Knowledge: Community and Belonging

B2 Curriculum framework attainment target for KS2: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a **community** may be valuable, both in the diverse communities being studied and in their own lives.

C2 Curriculum framework attainment target for KS2: Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about **community**, values and respect.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Community and Belonging	Year 3	
Conceptual knowledge	<ul style="list-style-type: none"> To know that for many people relationships with others and being part of a community are important. To know that all communities have rules and guidance for how to live together. To know that ceremonies involving water and fire are important occasions for some communities. To know that eternal flames are sometimes used as a sign of remembrance in a community. 	
Worldview-related knowledge	<p>To know that people who follow the Sikh worldview may:</p> <ul style="list-style-type: none"> -Use fire for cremation after death with family being involved in the funeral process. -Scatter a person's ashes on a body of water. <p>To know that people who follow the Hindu worldview may:</p> <ul style="list-style-type: none"> -Use fire for cremation after death with family being involved in the funeral process. -Scatter a person's ashes on the <i>Ganges</i> or another river. 	<p>To know that people who follow the Christian worldview may:</p> <ul style="list-style-type: none"> -Take part in Baptism ceremonies.

Progression of Substantive Knowledge: Community and Belonging

B2 Curriculum framework attainment target for KS2: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a **community** may be valuable, both in the diverse communities being studied and in their own lives.

C2 Curriculum framework attainment target for KS2: Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about **community**, values and respect.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Community and Belonging	Year 4	
Conceptual knowledge	<ul style="list-style-type: none"> • To know that being part of a community with similar beliefs is important to some people. • To know that the history of religion affects how people see their own and others' communities. • To know that the language used during worship and prayer is important for some people when connecting with their community. • To know that for some people outward expressions of belief are important for a sense of belonging. <p>To know that disagreement and change happens in communities.</p>	
Worldview-related knowledge	<p>To know that people who follow the Muslim worldview may:</p> <ul style="list-style-type: none"> -Feel that they are part of a worldwide religious community (ummah). <p>To know that people who follow the Sikh worldview may:</p> <ul style="list-style-type: none"> -Join the Khalsa through the Amrit Sanskar ceremony. -Wear a turban (men) as part of a cultural tradition not a religious symbol. 	<p>To know that people who follow the Jewish worldview may:</p> <ul style="list-style-type: none"> -Take part in a Bar/Bat Mitzvah ceremony.

Progression of Substantive Knowledge: Community and Belonging

B2 Curriculum framework attainment target for KS2: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a **community** may be valuable, both in the diverse communities being studied and in their own lives.

C2 Curriculum framework attainment target for KS2: Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about **community**, values and respect.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Community and Belonging	Year 5	
Conceptual knowledge	<ul style="list-style-type: none"> • To know that funerals are important times for communities to support one another. • To know that communities sometimes fight or protest for the rights of themselves or others. • To know that the community or group someone is part of shapes their sense of belonging. • To know that religious communities usually have a leader who carries out certain duties with or on behalf of the community. • To know that some people may find religious spaces significant even if they are not part of that religion. <p>To know that some places are of particular significance due to historical, cultural and geographical reasons.</p>	
Worldview-related knowledge	<p>To know that people who follow the Christian worldview may:</p> <ul style="list-style-type: none"> -Belong to a particular denomination of the Christian church. -Relate to their community in different ways depending on the context they live in. -Have different buildings, artwork and dress based on culture, tradition and context. <p>To know that people who follow the Hindu worldview may:</p> <ul style="list-style-type: none"> -Consider social status or sections of society to help them understand different roles in a community. 	<p>To know that people who follow the Jewish worldview may:</p> <ul style="list-style-type: none"> -Consider the destruction of the first and second temple to be significant to their religion. -Feel they are part of a worldwide community which started in Israel and spread across the world. -Believe Israel to be a significant place.

Progression of Substantive Knowledge: Community and Belonging

B2 Curriculum framework attainment target for KS2: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a **community** may be valuable, both in the diverse communities being studied and in their own lives.

C2 Curriculum framework attainment target for KS2: Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about **community**, values and respect.

Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

Community and Belonging	Year 6	
<p>Conceptual knowledge</p>	<ul style="list-style-type: none"> • To know that people respond in different ways then they see people in their community suffering. • To know that shared challenge can bring people closer together. • To know experiencing a pilgrimage together can help people feel a sense of community and belonging. • To know that people often feel significant connection to a building or place. • To know that, for many, the people in a particular space are more important than the place itself. • To know that shared practices can be important to give people a feeling of belonging. • To know that some practices can demonstrate belonging to a particular community. 	
<p>Worldview-related knowledge</p>	<p>To know that people who follow the Muslim worldview may:</p> <ul style="list-style-type: none"> -Travel as part of a large group to join over two million members of the Muslim community at Hajj. -Wear special clothing during Hajj. -Dress in certain ways which show symbolism and belonging. -Believe Makkah to be a significant place. <p>To know that people who follow the Jewish worldview may:</p> <ul style="list-style-type: none"> -Dress in certain ways which show symbolism and belonging. -Eat certain dishes depending on their origins. -Believe Israel to be a significant place. <p>To know that people who follow the Christian worldview may:</p> <ul style="list-style-type: none"> -Believe Jerusalem to be a significant place. -Know that in the medieval period, the Latin church, was involved in crusades relating to the Holy Land. 	<p>To know that people who follow the Hindu worldview may:</p> <ul style="list-style-type: none"> -Believe the River Ganges to be significant. <p>To know that people who follow the Buddhist worldview may:</p> <ul style="list-style-type: none"> -Describe themselves as following a particular form of Buddhism.

Progression of Key Skills: Substantive

B3 Curriculum framework attainment target for KS1:

Notice and respond sensitively to some similarities between and within different religions and worldviews.

B3 Curriculum framework attainment target for KS2: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
Similarities and differences	<p>Commenting on similarities and differences between religions and worldviews.</p> <p>Commenting on similarities and differences within religions and worldviews.</p> <p>Enjoying seeing diversity in images and videos used.</p>	<p>Exploring similarities and differences between religions and worldviews.</p> <p>Exploring similarities and differences within religions and worldviews.</p> <p>Commenting on examples of diverse people and groups cooperating.</p>	<p>Identifying similarities and differences between religions and worldviews.</p> <p>Identifying similarities and differences within religions and worldviews.</p> <p>Giving thoughtful insights about why some things are the same and others are different.</p> <p>Exploring the ways diverse people and groups can work together for good.</p>	<p>Interpreting expressions of the same concept by people whose worldview differs.</p> <p>Interpreting expressions of the same concept by people with the same worldview</p> <p>Exploring why people from the same religion may disagree.</p> <p>Understanding and evaluating the value of diversity within religions and worldviews.</p>
Making links	<p>Making links between religious and non-religious beliefs and practices.</p>	<p>Making links between religious and non-religious beliefs, practices and symbols.</p> <p>Commenting on links with prior learning when encountering new content.</p>	<p>Explaining links between religious and non-religious practices and their significance.</p> <p>Recognising links with prior learning when encountering new content.</p>	<p>Evaluating links between religious and non-religious traditions, beliefs and practices.</p> <p>Identifying increasingly subtle links with prior learning when encountering new content.</p>
Responding respectfully and empathetically	<p>Talking about their own experiences in relation to their learning.</p> <p>Respectfully sharing opinions about what is important to them and what is important to others.</p>	<p>Responding sensitively to people whose experiences are different to theirs.</p> <p>Commenting respectfully on things that they notice which may be surprising or different.</p>	<p>Reflecting on how others might see the world and how they can show respect for viewpoints different to their own.</p> <p>Asking questions about how people show their faith and</p>	<p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p>

	<p>Listening to others' ideas and comparing them to their own.</p> <p>Beginning to use correct vocabulary when talking about their learning.</p>	<p>Showing respect when looking at evidence about other people's ideas and beliefs.</p> <p>Using correct vocabulary when talking and beginning to use in written work.</p>	<p>considering why they might have these questions.</p> <p>Developing the ability to use empathy to identify and understand the feelings of others.</p> <p>Using increasingly complex vocabulary and explaining its meaning to others.</p>	<p>Debating challenging issues with reference to learning and respect for content being debated.</p> <p>Using complex vocabulary confidently and in different contexts.</p>
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Progression of Key Skills: Disciplinary

Ways of knowing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring stories or scriptures	✓	✓	✓	✓	✓	✓
Looking at artefacts	✓	✓	✓	✓		✓
Interviewing others	✓			✓	✓	✓
Using surveys		✓		✓	✓	✓
Debating and discussing	✓	✓	✓	✓	✓	✓
Interpreting art	✓	✓	✓	✓	✓	✓
Listening to music		✓	✓		✓	
Dramatising, role-play or dancing	✓	✓		✓		
Analysing texts				✓	✓	✓
Experiencing	✓		✓			✓
Looking at news reports					✓	✓
Looking at photographs and images	✓	✓	✓	✓	✓	✓
Interpreting historical sources				✓	✓	
Using video or audio footage		✓	✓		✓	✓

Using maps				✓	✓	✓
Using first-hand accounts	✓	✓	✓	✓	✓	✓

Progression of Skills: Personal

C1 Curriculum framework attainment target for KS1: Explore questions about belonging, meaning and truth so that they can express their **own ideas** and opinions in response using words, music, art or poetry.

C3 Curriculum framework attainment target for KS1: Find out about questions of right and wrong and begin to express **their ideas** and opinions in response.

Year 1

Year 2

Positionality: During Key stage 1, children will develop their understanding of things they have seen, heard or experienced. Children will learn how to respectfully challenge and be challenged on their perceptions, based on thoughts and ideas behind common misconceptions. They will be encouraged to ask questions and be curious, using talk to share how their thoughts and ideas have changed.

Talking about simple ideas and things that puzzle them about belief in god. Using art to show their ideas about identity and belonging. Sharing opinions respectfully about what is important to them and what is important to others.

Expressing their own ideas and opinions based on personal experience and the beliefs of family members.

Using various art forms to express their ideas.

Asking their own questions about the world around them. Discussing their ideas about what is right and wrong.

Asking questions about what puzzles them about religious and non-religious stories and texts they have read.

Expressing creatively their own ideas about the questions: Who am I? Where do I belong?

Understanding that others may have different ideas from their own and responding respectfully.

Expressing their own ideas and opinions, including considering worldviews studied. Explaining how they have expressed their ideas through art. Asking thoughtful questions relating to their learning.

Explaining why they feel something is right or wrong and comparing their ideas to others.

Progression of Skills: Personal

C1 Curriculum framework attainment target for KS2: Discuss and present thoughtfully their **own and others' views** on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms

C3 Curriculum framework attainment target for KS2: Discuss and apply their **own and others' ideas** about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their **own ideas** clearly in response.

Lower key stage 2

Positionality: Depth of coverage will enable pupils to begin to make sense of different religions, viewpoints and worldviews. Pupils will develop a self-awareness and sensitivity towards their own and others' beliefs and presumptions and how these affect their responses to the concept and contents taught.

Discussing their own views about belonging, meaning, purpose and truth.

Presenting different views thoughtfully and creatively, using evidence from learning. Asking open questions and suggesting responses.
Discussing their own and others' ideas about deciding what is right and wrong.

Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning.

Thinking about their own ideas about god in light of their learning, experiences and discussions.

Upper key stage 2

Positionality: Children will be encouraged to understand and develop a self-awareness of their own relationship to what they are learning. They will learn how to express their own thoughts in different ways, whilst understanding and reflecting on others' viewpoints, practising tolerance, acceptance and respect.

Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.

Using creativity to present their own and others' ideas, explaining their choices. Asking and exploring questions from different perspectives, including their own.
Discussing ideas about how their own or another person's worldview influences their responses to ethical issues.

Expressing ideas about fairness, honesty, love, forgiveness, truth and peace.

Engaging in times of thoughtfulness and reflection and making links between own and others' experiences.

Expressing their own thoughts about the existence and nature of god.

Key Vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 1</p>	<p>How did the world begin? belief Bible Brahma create Christian creation creator Genesis God Hindu Jewish love man-made natural personality proof proud respect Shiva true talent Torah Vishnu</p>	<p>What do some people think God looks like? 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</p>	<p>What is God's job? Abraham Ahura Mazda Allah Angra Mainyu belief caretaker characteristic Christian Christian Bible creator destroyer generation God Jewish life cycle incarnari incarnation miracle Muslim negative Old Testament positive promise protect quote renew role scripture shepherd shield symbol</p>	<p>Why should we care for the world? ahimsa belief Bible Brahma Brahman care Christian creation creator Earth environment gift Hindu Humanist</p>	<p>How do we know that new babies are special? Available from April 2024</p>	<p>Why should we care for others? Available from May 2024</p>

			Tenak Trimurti Zoroastrian			
Year 2	Why do we need to give thanks? 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 Radha season sense shrine	What do candles mean to people? Advent calendar candle Christmas culture Diwali festival fire gallery hanukiah Hanukkah hanukiyot light Maccabees miracle prayer Rama Ramayana sacred Sita Sunday symbol temple wick wreath	How do we know some people have a special connection with God? Angel Gabriel Angel Jibril Brahman Christian Bible chosen Christian Daniel encounter God guru Guru Nanak Hindu inspire Krishna	What is a prophet? characteristic chosen doubt messenger special Angel Jibril hesitant Prophet Muhammed reluctant Abraham Moses Peace be upon hum Qur'an Messiah	How do some people talk to God? Allah Brahman communicate deity Hindu Jewish mandir mosque Muslim prayer puja Qur'an scripture shrine	Where do some people talk to God? Available from May 2024

	thankful thankfulness worship					
Year 3	What makes us human? belief blurb Buddhist connection consciousness exist express immaterial influence inner self meditation mindfulness organised personal practice represent responsible soul spiritual summarise unique worldview	Where do our morals come from? 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 Sawm tallis tassel Torah	Are scriptures central to religion? Abrahamic Alimah annotate central Chumash Christian Bible dictated faith Gideon Bible gurdwara Hadith holy inspired jibril	What happens if we do wrong? 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 soul wrongdoing ultimate	Why is water symbolic? Available from April 2024	Why is fire used ceremonially? Available from May 2024

		tzitzit wrong Yama Zakat				
Year 4	Are all religions equal? Athravan Báb Baha'i Bahá'ulláh belief connection equality guidelines gurdwara guru harmony House of Worship improvement invoke Khanda merciful Middle East omniscient origin practice respect scripture unity	What makes some texts sacred? authoritative Baghavat Gita Buddhist Canon communication divine Guru Granth Sahib holy oral tradition origin revealed sacred source sovereign Tripitaka value Veda Waheguru	Just how important are our beliefs? Amritdhari Aqiqah baptism Bar Mitzvah Bat Mitzvah Brit Bat Brit Milah Comfirmation fast Khalsa Namakarana naming ceremony persecuted sacrifice Upanayana	Who was Jesus? depictions faith Messiah miracles perception Pharisees prophecy resurrection Sadducees traditions	Why is the Bible the best-selling book of all time? Available from April 2024	Does the language of scripture matter? Available from May 2024

Year 5

Why do people have to stand up for what they believe in?

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
religious group
stereotype

Why doesn't Christianity always look the same?

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
Pentecost
persecution
piety
pilgrimages
polytheistic
Pope

What happens when we die? (Part 1)

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

What happens when we die? (Part 2)

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

Who should get to be in charge?

Available from
April 2024

Why are some places in the world significant to believers?

Available from
May 2024

		<p>priest prophecy prophet Protestant pulpit Quakers resurrection rosary beads sacraments speaking in tongues stoup successor the sign of the cross Trinity theses</p>				
Year 6	<p>Why does religion look different around the world? (Part 1) Abrahamic religions Ashkenazi attributes Charedi covenant descendants Genesis hijab Israelites kippah kipot liberal melacha melachot mitzvah</p>	<p>Why does religion look different around the world? (Part 2) abstain adornment avatar Buddhist Canon celestial commemorate consent cultivate culture deities devotee Dharma Dharmic religion diversity Diwali edicts</p>	<p>Why is it better to be there in person? 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</p>	<p>Why is there suffering? (Part 1) balance blessings conscience contradictory controversial crucifixion evil free will Genesis omnibenevolent omnipotent omnipresent omniscient prayer response resurrection Satan</p>	<p>Why is there suffering? (Part 2) Available from April 2024</p>	<p>What place does religion have in our world today? Available from May 2024</p>

	mitzvot monotheism mitzvah niqab omnibenevolent omnipotent omnipresent omniscient Orthodox Reform Sephardi Shabbat tabernacle Tenak Torah	Eightfold Path impermanence incarnation interpretation intervention King Ashoka liberation Mahavira Mahayana monastic practices monastic practices monastics omnipresent Pandit prevail righteousness Sacred Thread Ceremony stupa Theravada Tirthankara tradition Vajrayana values vanquish virtue Zen	Ka'bah Makkah martyrdom Mi'raj obligation pilgrimage qiblah Rami al-Jamarat relic resurrected Sa'i secular significant spirituality Tawaf Temple Mount The Night Journey The Prophet Muhammad Via Dolorosa Western Wall	suffering temptation		
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