



RE



INTENT: Christianity and Christian values underpin everything we do at All Saints Primary

The aim of our Religious Education curriculum is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. Within Religious Education our school vision, 'Nurturing hearts, inspiring minds' is developed by allowing pupils to critically reflect upon, evaluate and apply their learning to their growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience. For example, asking challenging questions, looking for transformation, respecting views and opinions of others, celebrating differences and emphasising tolerance.

IMPLEMENTATION: The 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.

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?

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

This curriculum emphasises the importance of diverse representations within and across religions and worldviews, focusing on real people's lived experiences of their beliefs.

IMPACT: The school aims to inspire children to live their lives by the Christian values.

The children at All Saints Primary enjoying learning lots about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives



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and those of others in their community and in the wider world. R.E. acts as a hub, therefore, between social aspects of learning, science and geography. Through R.E. our children are developing an understanding of other people's cultures and ways of life, so they can respect the differences they come across.

The expected impact is that 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 and 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.

SMSC

(to be developed in all lessons)

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. **Emphasise our school's close links to our local churches and our wider community.**

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the **'British values'** of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

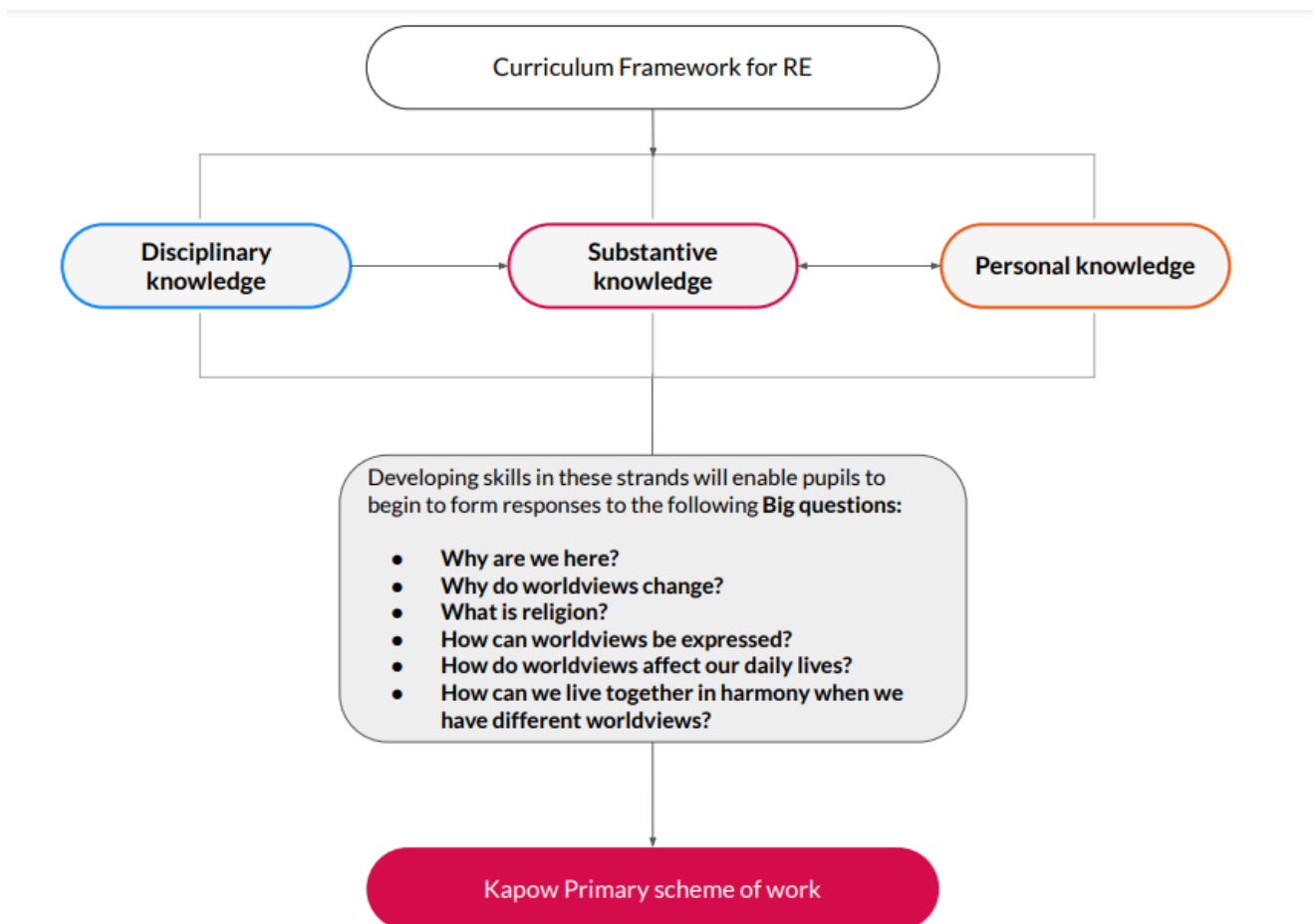


BRITISH VALUES (to be developed in all lessons)

The core British Values are:

- Democracy
- Rule of Law
- Mutual Respect
- Individual Liberty
- Tolerance

Our geography curriculum casts a light on global citizenship and the rule of law, including the role of democratic advocacy for change. Pupils also look at how different cultures live and work throughout the world

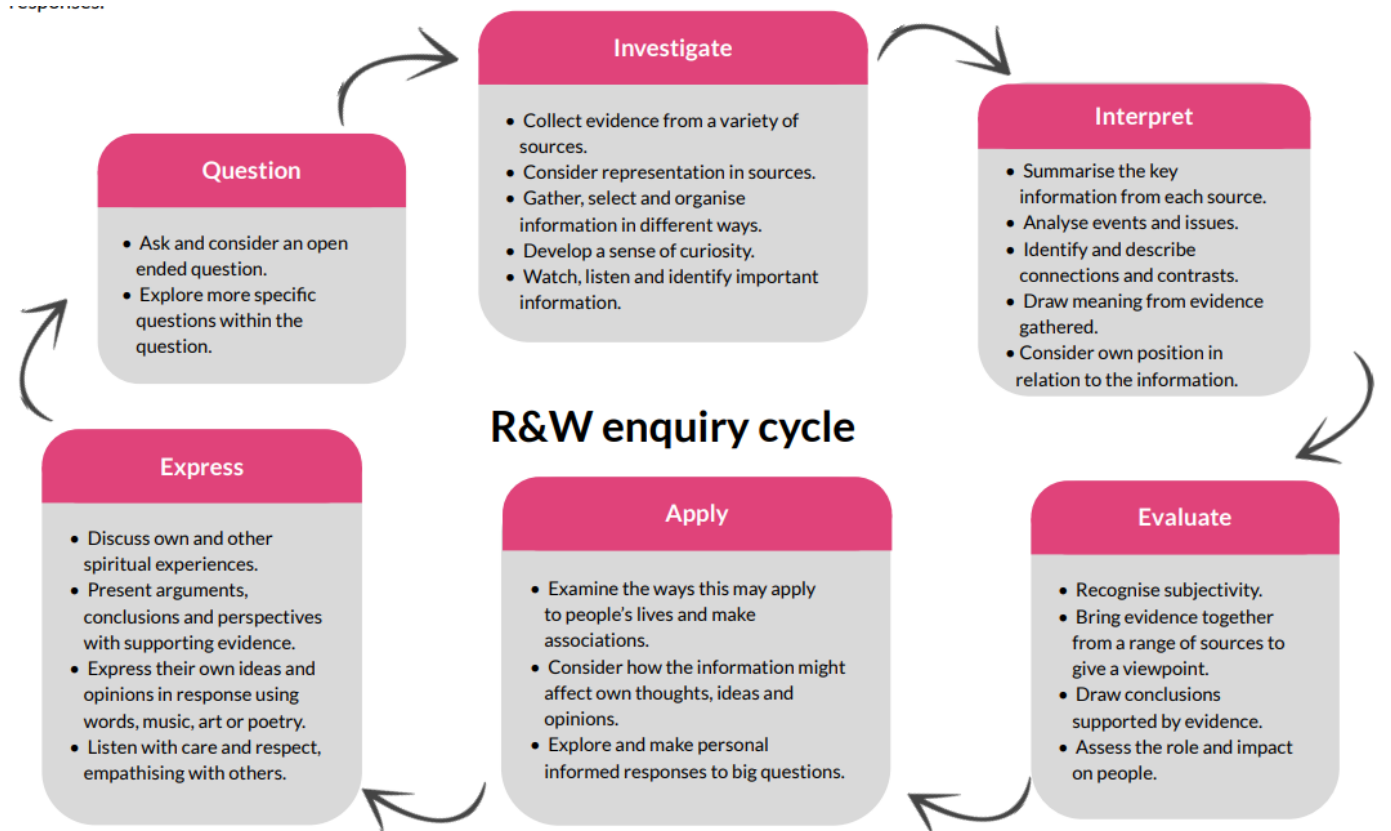
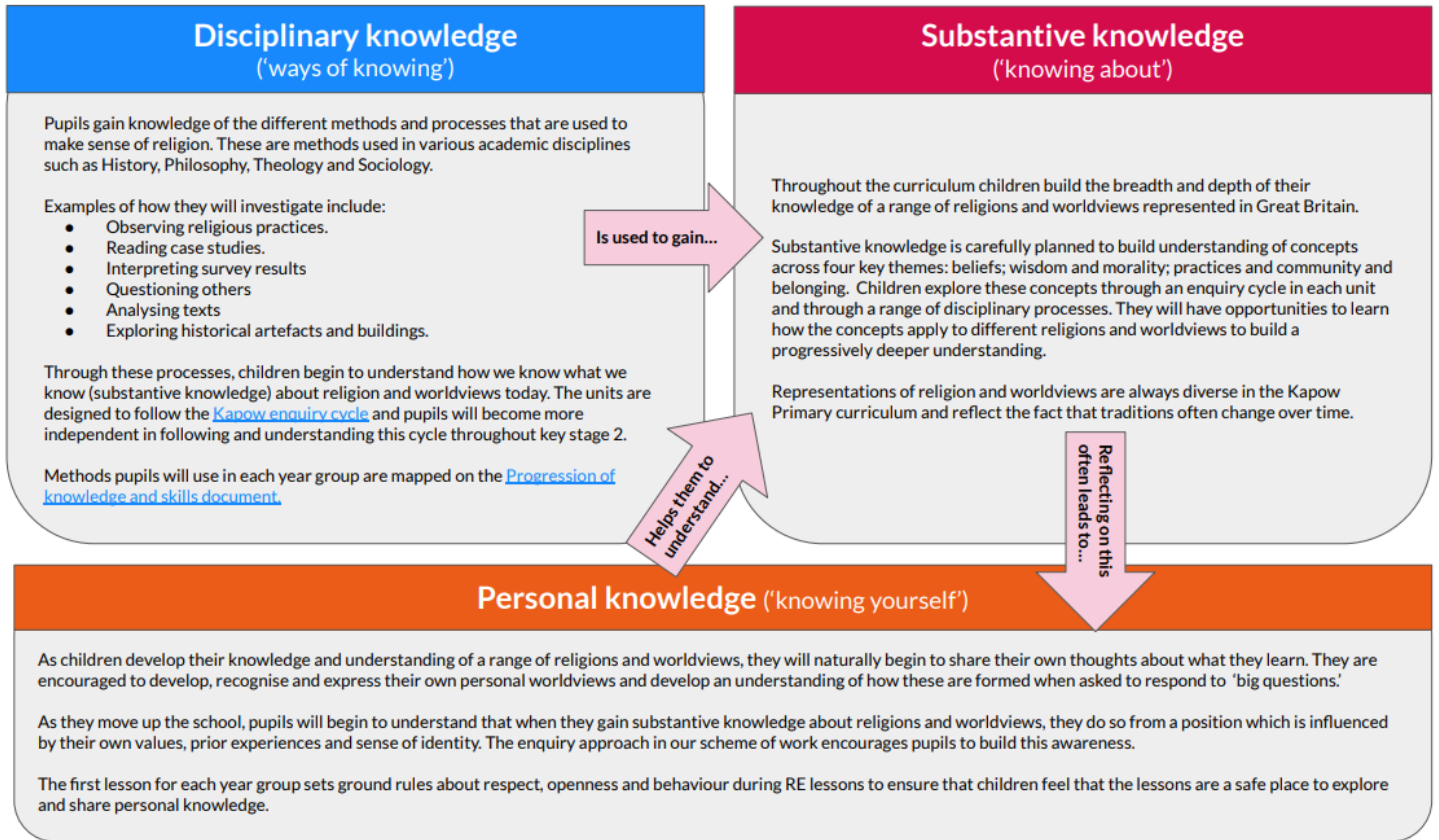




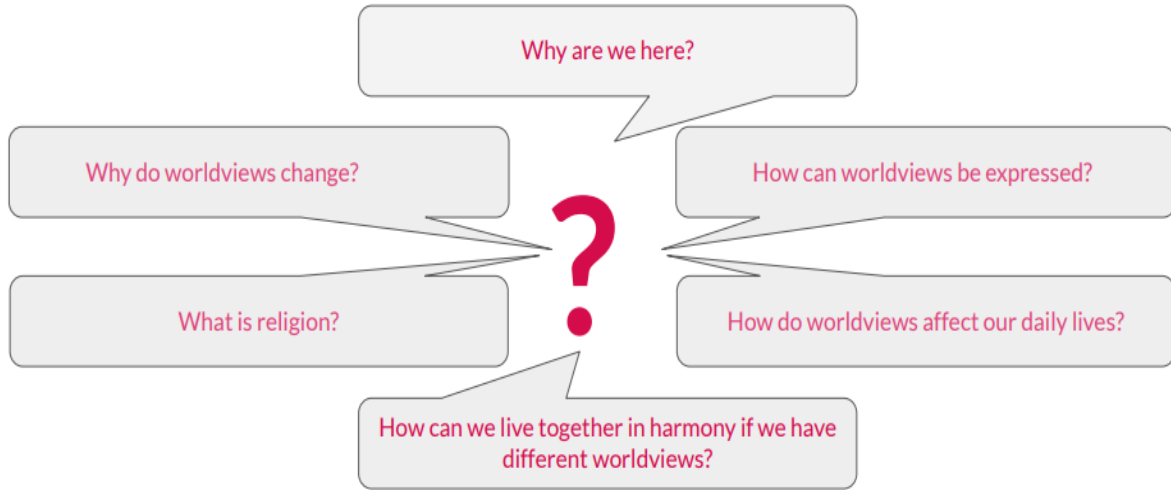
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The interplay between different types of knowledge in RE



The strands of our RE curriculum are developed in each unit and as pupils develop their competencies in these strands they should be able to draw upon their knowledge across the strands to form thoughtful answers to some of life's big questions.



What are worldviews?

Every person has their own worldview, their way of looking at and explaining life and the world. This may be religious or non-religious, organised or personal.

Organised worldviews are an established philosophy, attitude or set of beliefs with a group of believers or followers and may include certain practices. Christianity is an example of a religious, organised worldview. Humanism is an example of a non-religious organised worldview. Although organised worldviews have an established set of beliefs, there will be variations in the way individuals interpret and practise these beliefs.

Personal worldviews are an individual's view of life and the world. They take different ideas and beliefs from religion, experience, and others' worldviews and often change over time. A personal worldview may be in line with an organised worldview, may agree with some elements but disagree with others or may be a mix of many religious and non-religious worldviews.

Which worldviews will be covered?

The Kapow Primary Religion and worldviews curriculum covers a number of organised worldviews with increasing depth and breadth. In line with government guidance and Census 2021 information, the curriculum will 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.' Please note that this does not mean that more than 50% of curriculum time should be spent on the teaching of Christianity and Ofsted refer to this as being a common misinterpretation of the guidance in the Ofsted research review series: Religious education.

Exploring concepts through an enquiry based approach, children will investigate a variety of worldviews, including but not limited to:



Christian



Muslim



Hindu



Sikh



Jewish



Buddhist



Humanist



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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 R&W.

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.



Progression and Skills

Progression of Knowledge: Substantive knowledge

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.

Beliefs	KS1
Conceptual Knowledge	<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.
Worldview-related Knowledge	<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 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 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



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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.

Practices	KS1
Conceptual Knowledge	<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.
Worldview-related Knowledge	<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 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 <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. To know that people who follow the Muslim worldview may: -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. <p>To know that people who follow the Alevi worldview may:</p> <ul style="list-style-type: none"> -Visit a cemevi and find some of the features help them to pray.



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To know that people who follow the Sikh worldview may:
-Visit a gurudwara and some of the features help them to pray.

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.

Wisdom and Morality	KS1
Conceptual Knowledge	<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, informance 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.
Worldview-related Knowledge	<p>To know that people who follow the Christian worldview may: -Believe that God communicated his will through many prophets and that these messages can be applied to their lives today.</p> <p>To know that people who follow the Jewish worldview may: -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> <p>To know that people who follow the Hindu worldview may: -Read Smiriti (remembered truths) which contain important Hindu stories. -Believe the stories in the smriti to be remembered by humans.</p> <p>To know that people who follow the Muslim worldview may: -Try to follow the five pillars of Islam as living ‘belief in action’. -Believe in harmlessness (ahimsa).</p>



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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.

Community and Belonging	KS1
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: -Believe it is important to help others in their community who are different to themselves. To know that people who follow the Muslim worldview may: -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> <p>To know that people who follow the Humanist worldview may: -Invite family and friends to a naming ceremony to celebrate the baby belonging to their community.</p> <p>To know that people who follow the Hindu worldview may: -Carry out Jatakarma (baby welcoming) and Upanayana (sacred thread) ceremonies.</p>



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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.

Beliefs	Lower KS2
Conceptual Knowledge	<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
Worldview-related Knowledge	<p>To know that people who follow the Christian worldview generally:</p> <ul style="list-style-type: none"> -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>To know that people who follow the Buddhist worldview generally:</p> <ul style="list-style-type: none"> -Believe the teachings of Siddhattha Gotama (known as the Buddha). <p>To know that people who follow the Sikh worldview generally:</p> <ul style="list-style-type: none"> -Believe in one God who is all-important and that the religion you follow 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>To know that people who follow the Jewish worldview generally:</p> <ul style="list-style-type: none"> -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>To know that people who follow the Hindu worldview generally:</p> <ul style="list-style-type: none"> -Believe that their religion goes beyond time and space and is therefore eternal, (Sanatan Dharma - the eternal way). <p>To know that people who follow the Bahá'í worldview generally:</p> <ul style="list-style-type: none"> -Believe that all religions are ways to understand and describe the same God. -Believe that there is one God. <p>To know that people from the Muslim worldview generally:</p> <ul style="list-style-type: none"> -Believe that there is only one true religion.



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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.

Practices	Lower KS2
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: -Celebrate Easter remembering Jesus’ death and resurrection.</p> <p>To know that people who follow the Sikh worldview may: -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> <p>To know that people who follow the Jewish worldview may : -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>



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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.

Wisdom and Morality	Lower KS2
Conceptual Knowledge	<ul style="list-style-type: none"> ● To know that stories and scriptures give insights about how to live. ● To know that special and sacred 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	<p>To know that people who follow the Christian worldview may:</p> <ul style="list-style-type: none"> -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. <p>To know that people who follow the Muslim worldview may:</p> <ul style="list-style-type: none"> -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. <p>To know that people who follow the Jewish worldview may:</p> <ul style="list-style-type: none"> -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 to be written by 6 Guru and Muslim and Hindu teachers. -Seek guidance and inspiration from the Guru Granth Sahib. <p>To know that people who follow the Buddhist worldview may:</p> <ul style="list-style-type: none"> -Read the Pali Canon for guidance. -Read the Jataka tales to learn from the stories of Buddha.



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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.

Community and Belonging	Lower KS2
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. ● To know that disagreement and change happens in communities.
Worldview-related Knowledge	<p>To know that people who follow the Muslim worldview may: -Feel that they are part of a worldwide religious community (ummah).</p> <p>To know that people who follow the Sikh worldview may: -Join the Khalsa through the Amrit Sanskar ceremony. -Wear a turban (men) as part of a cultural tradition not a religious symbol.</p> <p>To know that people who follow the Jewish worldview may: -Take part in a Bar/Bat Mitzvah ceremony.</p>



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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.

Beliefs	Upper KS2
Conceptual Knowledge	<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, migration 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.
Worldview-related Knowledge	<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. -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>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>



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	<p>-Believe in reincarnation.</p> <p>To know that people who follow the Buddhist tradition generally: -Believe in reincarnation.</p> <p>To know that people who follow the Muslim worldview generally: -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 (paradise) or Jahannam hell. -Believe that Allah is forgiving and compassionate so not all bad actions will be punished.</p>
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<p>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.</p>	<p>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.</p>	<p>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.</p>
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Practices	Upper KS2
Conceptual Knowledge	<ul style="list-style-type: none"> ● To know that some people may use religious practises (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, culture or historical significance to meaning to many people. ● To know that there are many reasons for taking part in religious practices including belief, culture, tradition and obligation. ● To know some of the ways practices are influenced by culture, tradition, migration and history
Worldview-related Knowledge	<p>To know that people who follow the Christian worldview may: -Pray in various ways to ask God for help at times of suffering.</p> <p>To know that people who follow the Jewish worldview may: -Have different perceptions of the mitzvot and practice accordingly. -Observe Shabbat. -Practice differently depending on their interpretation of scripture (Orthodox or Reform).</p> <p>To know that people who follow the Shinto worldview may: -Perform rituals both at home and at shrines.</p> <p>To know that people who follow the Muslim worldview may: -Complete Hajj (pilgrimage) at least once in their lifetime. -Practice differently depending on the branch they are part of. -Pray alone and with others at times of suffering.</p> <p>To know that people who follow the Hindu worldview may: -Try to complete at least one pilgrimage in their lifetime, possibly to the River Ganges.</p>



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	<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. -Practice differently according to the form they follow.
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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.

Wisdom and Morality	Upper KS2
Conceptual Knowledge	<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 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. ● To know that cultural, historical and geographical context affect how scripture is interpreted.
Worldview-related Knowledge	<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. -Interpret the Hadith and Sunna (sayings and accounts relating to Muhammad) to guide them in living a life submitting 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.



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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.

Community and Belonging	Upper KS2
Conceptual Knowledge	<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 some people may find religious spaces special even if they are not part of that religion. ● 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 some places are of particular significance due to historical, cultural and geographical reasons. ● 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.
Worldview-related Knowledge	<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 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. <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. <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 tradition may:</p> <ul style="list-style-type: none"> -Describe themselves as following a particular form of Buddhism



Progression of Skills: Substantive Knowledge

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.

	KS1	Lower KS2	Upper KS2
Similarities and difference	<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, 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>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>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>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 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>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>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 Skills: Disciplinary knowledge

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 knowledge

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.

KS1

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.

- 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.

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 KS2

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.

Upper KS2

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.



RE



- Discussing their own and others' ideas about deciding what is good and bad, and 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.

- 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.



RE



Curriculum

KS1 (Year 1 & Year 2)

	Autumn 1	Autumn 2
Cycle A 2023/24 2025/26 2027/28	<u>UNDERSTANDING CHRISTIANITY</u> Why is the word 'God' so important to Christians – Christianity	<u>UNDERSTANDING CHRISTIANITY</u> Why do Christians perform Nativity plays at Christmas?
	Spring 1	Spring 2
	What do some people believe God looks like? 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. Christian, Hindu, Muslim	<u>UNDERSTANDING CHRISTIANITY</u> Why does Easter matter to Christians?
	Summer 1	Summer 2
	How did the world begin? 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. Christian, Jewish, Hindu	Why should we care for others? 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. Christianity, Jewish, Muslim



RE



	Autumn 1	Autumn 2
<p>Cycle B</p> <p>2023/24</p> <p>2025/26</p> <p>2027/28</p>	<p>UNDERSTANDING CHRISTIANITY</p> <p>Who made the world?</p>	<p>UNDERSTANDING CHRISTIANITY</p> <p>Why does Christmas matter to Christians?</p>
	<p>Spring 1</p> <p>What is a prophet?</p>	<p>Spring 2</p> <p>UNDERSTANDING CHRISTIANITY</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>Christian, Muslim, Jewish</p>	<p>Why do Christians put a cross in an Easter garden?</p>
	<p>Summer 1</p> <p>How do some people talk to God?</p>	<p>Summer 2</p> <p>What is god's job?</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>Muslim, Jewish, Hindu</p>	<p>Why should we care for the world? (6 lessons) 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>Jewish, Zoroastrianist, Muslim, Hindu</p>



RE



Lower KS1 (Year 3 & Year 4)

	Autumn 1	Autumn 2
Cycle A 2023/24 2025/26 2027/28	UNDERSTANDING CHRISTIANITY What do Christians learn from the creation story?	UNDERSTANDING CHRISTIANITY What is Trinity?
	Spring 1 Are all religions equal? Exploring the origins of some religions, children explore geographical and historical links and connections between some religions. They investigate Sikh and Baha'i beliefs and practices that reflect unity and equality to plan a promotional video, poster or slide show for World Religion Day. Bahá'í, Sikh, Hindu,	Spring 2 UNDERSTANDING CHRISTIANITY Why do Christians call the day Jesus dies Good Friday?
	Summer 1 Does the language of scripture matter? Christian, Muslim, Jewish	Summer 2 Just how important are our beliefs? Sikh, Muslim, Jewish



RE



	Autumn 1	Autumn 2
<p>Cycle B</p> <p>2023/24</p> <p>2025/26</p> <p>2027/28</p>	<p>UNDERSTANDING CHRISTIANITY What is it like to follow God?</p>	<p>UNDERSTANDING CHRISTIANITY Has Christmas lost its meaning?</p>
	Spring 1	Spring 2
	<p>Are scriptures central to religion?</p> <p>Building on their learning about guidance in religious texts, children investigate how scripture is used and treated by different people. Using virtual or real-life visits to places of worship, they act as detectives to find evidence of place of scripture.</p> <p>Jewish, Muslim, Christian, Hindu</p>	<p>UNDERSTANDING CHRISTIANITY What did Jesus do to save human beings?</p>
	Summer 1	Summer 2
	<p>Why is water symbolic?</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>Christian, Sikh, Muslim, Shinto</p>	<p>What happens if we do wrong?</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>Hindu, Muslim, Humanist, Christian</p>



RE



Upper KS2 (Year 5 & Year 6)

	Autumn 1	Autumn 2
Cycle A 2023/24 2025/26 2027/28	UNDERSTANDING CHRISTIANITY What would Jesus do?	UNDERSTANDING CHRISTIANITY Was Jesus the Messiah?
	Spring 1	Spring 2
	Why are some places in the world significant to believers? 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. Muslim, Christian, Jewish	UNDERSTANDING CHRISTIANITY What did Jesus do to save human beings?
	Summer 1	Summer 2
	What happens when we die? Part 1 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. Jewish, Christian, Muslim Humanist	What happens when we die? Part 1 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. Hindu, Buddhism



RE



	Autumn 1	Autumn 2
Cycle B	UNDERSTANDING CHRISTIANITY How can following God bring freedom and justice?	UNDERSTANDING CHRISTIANITY Creation and Science; conflict or complimentary?
2023/24		
	Spring 1	Spring 2
2025/26	Why is it better to be there in person? Muslim, Hindu, Buddhist	UNDERSTANDING CHRISTIANITY What does it mean if God is Holy and Loving?
2027/28		
	Summer 1	Summer 2
	Why is there suffering? (Part 1) Muslim, Christian, Zoroastrianist	Why is there suffering? (Part 2) Shinto, Buddhist, Sikh Humanist