

## Subject: RE and World Views (Using Kapow)

### National Curriculum Links

#### **Community Cohesion**

- The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.
- The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.
- The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.
- The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues

#### **British values**

- Democracy - A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.
- The rule of law - The need for rules to make a happy, safe and secure environment to live and work.
- Individual liberty - Protection of your rights and the rights of others around you.
- Mutual respect & tolerance of different faiths and beliefs - Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them.

#### **Religious education for children and young people:**

- provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Year group: EYFS (Nursery/Reception)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<b>All About Me</b> Why is the word 'God' so important to Christians?	<b>Being a Hero</b> Why do Christians perform nativity plays at Christmas?	<b>Me in My World</b> How can we help others when they need it?	<b>Super creatures</b> Why do Christians put a cross in an Easter garden?	<b>Once Upon a time</b> What makes every single person unique and precious?	<b>All at Sea</b> How can we care for our wonderful world?
Skills <b>ELG:</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	I can talk about when and where people use my name and why I can talk about something interesting in the Creation story or in the world around me I can talk about who is important or special	I can tell part of the nativity story e.g. when dressed as a character or using figures from a crib set I can talk about things that happen to me e.g. places I go at the weekend I can talk about something interesting in a story about Jesus as an adult I can talk about a person who is important or special to me	I can talk about things that happened when I needed help, or how I helped someone I can talk about something interesting in a story where someone needed help I can talk about someone who is special because they help me when I need help	I can talk about things that happen to me e.g. going somewhere special with my family I can talk about something interesting in a story e.g. that makes me ask a question I can talk about what is important or special to me e.g. a favourite story, food or a souvenir	I can talk about something that happens to me now that didn't happen when I was little I can talk about something interesting in the story of Jesus getting lost I can talk about what I think is special (or unique) about me	I can talk about when I have looked after or cared for someone or something myself I can talk about something interesting or wonderful in the Creation story or in the world around me I can talk about what I think is special or wonderful in the natural world
Key knowledge	I can remember something that happens in the Bible story of Creation I can recognise that Christians use God's name with care because God is their Creator	I can recognise something a family is doing at Christmas because they are Christians I can recognise an image of Jesus e.g. in a nativity set, stained glass	I can remember how the traveller in the Good Samaritan story was saved or rescued I can recognise some images of a Christian praying and identify this as part of their	I can remember something that happens in the Christian story of Easter I can recognise something a Christian is doing because of their religion e.g. making the sign	I can remember something that happens in the story of Jesus welcoming the children I can recognise something a Christian might do to follow Jesus' Golden	I can remember the different things created by God in the Bible story of Creation I can recognise something a Christian does because they believe God says to care for the

	I can recognize that the word 'God' is an important name for Christians	window, icon	religion I can recognise the Christian parable of the Good Samaritan e.g. in a painting, poem, drama, stained glass	of the cross I can recognise things which are important to Christians e.g. pictures of Jesus, different crosses	Rule I can recognise why a 'thank you' song to God is important to a Christian	world I can recognise why a song / prayer about God's world is important to Christians
Key vocabulary	God Bible Jesus Christian church believe create VIP invisible treasure	Jesus God nativity celebrate Bible Christian church Christmas believe followers	God Jesus help rescue / save pray / prayer cathedral Lent parable hero need	God Jesus help rescue / save Easter bridge cross hosanna (save us) forgive symbol	Jesus God Precious Unique Bible Christian Church Welcome Believe thanksgiving	awesome precious treasure creation/ creator / create design responsible caretaker God special / holy wonder/ wonderful
Assessment of progress	Recorded on Tapestry against relevant EYFS statements					

Subject: RE

Year group: Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	How did the world begin?	Why should we care for the world?	What is God's job?	What do some people believe God looks like?		Why should we care for others?
Skills	Talking about their own experiences in relation to their learning. Commenting on similarities and differences between religions and worldviews. Enjoying seeing diversity in images and videos used. Respectfully sharing opinions about what is important to them and what is important to others. Listening to others' ideas and comparing them to their own. Beginning to use correct vocabulary when talking about their learning. Talking about simple ideas and things that puzzle them about belief in god. Sharing opinions	Finding out about religion and worldviews through: Commenting on similarities and differences between religions and worldviews. Commenting on similarities and differences within religions and worldviews. Enjoying seeing diversity in images and videos used. Making links between religious and non-religious beliefs and practices. Talking about their own experiences in relation to their learning. Respectfully sharing opinions about what is important to them and what is important to others. Listening to others'	Commenting on similarities and differences between religions and worldviews. Commenting on similarities and differences within religions and worldviews. Enjoying seeing diversity in images and videos used. Respectfully sharing opinions about what is important to them and what is important to others. Listening to others' ideas and comparing them to their own. Beginning to use correct vocabulary when talking about their learning. Talking about simple ideas and things that puzzle them about belief in God. Using	Commenting on similarities and differences within religions and worldviews. Enjoying seeing diversity in images and videos used. Talking about their own experiences in relation to their learning. Respectfully sharing opinions about what is important to them and what is important to others. Listening to others' ideas and comparing them to their own. Beginning to use correct vocabulary when talking about their learning. Talking about simple ideas and things that puzzle them about belief in God. 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. Finding out about religions and worldviews through: reading stories or scriptures, debating and discussing.	ideas and comparing them to their own. Beginning to use correct vocabulary when talking about their learning. Exploring stories or scriptures. Debating and discussing. 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.	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. Finding out about religion and worldviews through: exploring stories or scriptures; debating and discussing; dramatising, role-play or dancing.	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. Talking about simple ideas and things that puzzle them about belief in God. Finding out about religion and worldviews through: exploring stories or scriptures; debating and discussing; interpreting art; looking at artefacts; looking at photographs and images.		
Key knowledge	To know: To believe is when we accept something is true, especially when we do so without proof. Some people believe god exists as a powerful, non-human being. In some religions, followers believe in one supreme being	To know: Some people believe that humans have a special relationship with God. Creation stories provide people with possible answers as to why we are here. Followers often read religious stories. Some religious stories may guide	To know: In some religions, followers believe in one supreme being or God who is loving. People have different ways of understanding God on Earth (incarnation). Some people believe that humans have a special relationship with God. There are	To know: Some people believe God exists as a powerful, non-human being. In some religions, followers believe in one supreme being or God who is loving. People have different ways of understanding God		

	<p>or god who is loving. There are different names for god. Creation stories provide people with possible answers as to why we are here. Followers often read religious stories.</p>	<p>people to care for animals and the planet. Religious teachings often encourage gratitude for what God created (e.g. others and the planet) and a responsibility to look after it. People with similar worldviews often work together to care for the world and for others.</p>	<p>different names for God. There are different ways to refer to and represent God. People have different ideas about the role of God.</p>	<p>on Earth (incarnation). There are different names for God. There are different ways to refer to and represent God. Some religious people use art, objects and special times to represent and remember incarnation (God on Earth).</p>		
Key vocabulary	<p>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>ahimsa belief Bible Brahma Brahman care Christian creation creator Earth environment gift Hindu Humanist Jewish mitzvot ownership qualities responsibility stewardship Torah</p>	<p>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</p>	<p>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>		

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Subject: RE

Year group: Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	How do we know some people have a special connection to God?	What do candles mean to people?	What is a prophet?	Why do we need to give thanks?	How do some people talk to God?	Where do some people talk to God?
Skills	Exploring similarities and differences between religions and worldviews. Commenting on links with prior learning when encountering new content. Commenting respectfully on things that they notice which may be surprising or different. Showing respect when looking at evidence about other people's ideas and beliefs. Using correct vocabulary when talking and beginning to use it in written work. Asking questions about what puzzles them about religious and non-	Exploring similarities and differences between religions and worldviews. Exploring similarities and differences within religions and worldviews. Making links between religious and non-religious beliefs, practices and symbols. Commenting on links with prior learning when encountering new content. Responding sensitively to people whose experiences are different to theirs. Commenting respectfully on things that they notice which may be surprising or different. Using correct vocabulary	Responding sensitively to people whose experiences are different to theirs. Commenting respectfully on things that they notice which may be surprising or different. Showing respect when looking at evidence about other people's ideas and beliefs. Using correct vocabulary when talking and beginning to use in written work. Making links between religious and non-religious beliefs, practices and symbols. Commenting on links with prior learning when encountering new content. Exploring	Exploring similarities and differences between religions and worldviews. Exploring similarities and differences within religions and worldviews. Making links between religious and non-religious beliefs, practices and symbols. Commenting on links with prior learning when encountering new content. Responding sensitively to people whose experiences are different to theirs. Commenting respectfully on things that they notice which may be surprising or different. Showing respect when		



	<p>religious stories and texts they have read. Understanding that others may have different ideas from their own and responding respectfully. Expressing their own ideas and opinions, including considering worldviews studied. Asking thoughtful questions relating to their learning. Finding out about religion and worldviews through: exploring stories or scriptures; debating and discussing; dramatising role-play or dancing.</p>	<p>when talking and beginning to use in written work. Showing respect when looking at evidence about other people's ideas and beliefs. Asking questions about what puzzles them about religious and non-religious stories and texts they have read. 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. Finding out about religion and worldviews through: exploring stories or scriptures; looking at artefacts; debating and discussing; interpreting art;</p>	<p>similarities and differences between religions and worldviews. 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. Finding out about</p>	<p>looking at evidence about other people's ideas and beliefs. Using correct vocabulary when talking and beginning to use in written work. Asking questions about what puzzles them about religious and non-religious stories and texts they have read. Explaining how they have expressed their ideas through art. Asking thoughtful questions relating to their learning. Finding out about religion and worldviews through: looking at photographs and images, reading stories or scriptures, looking at artefacts, listening to music and using surveys.</p>		
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		listening to music; using first-hand accounts; using video or audio footage.	Religions and worldviews through: exploring stories or scriptures; debating and discussing; interpreting art; looking at photographs and images; using video and audio footage, dramatising role-play or dancing and using first-hand accounts.			
Key knowledge	<p>To know:</p> <p>Some people believe God performed miracles in the past.</p> <p>Some people believe there are people who are chosen for a special purpose by God.</p> <p>Religious stories can help us to understand religious beliefs.</p>	<p>To know:</p> <p>That some people believe God performed miracles in the past.</p> <p>There are some festivals which are celebrated by religious and non-religious people.</p> <p>That festivals usually celebrate a special or miraculous event from the past.</p> <p>That festivals often use light symbolically as part of celebrations.</p> <p>There are some objects that are special to followers of religious traditions.</p> <p>That festivals are celebrated by many people and</p>	<p>To know:</p> <p>A prophet is someone who is believed to talk about God's plan or will.</p> <p>Some people believe there is a God who has made a promise with people.</p> <p>Books and stories can have different meanings to different people.</p> <p>Religious stories can help us to understand religious beliefs.</p> <p>Stories from long ago can be applied to modern life.</p> <p>A saviour is someone who is sent to save a group of people.</p>	<p>To know:</p> <p>Some people believe god performed miracles in the past.</p> <p>That pray means communicating with god.</p> <p>There are some festivals which are celebrated by religious and non-religious people.</p> <p>Festivals usually celebrate a special or miraculous event from the past.</p> <p>Worship means to honour and adore.</p> <p>There are some objects that are special to followers of religious traditions.</p> <p>That one reason religious followers</p>		

		<p>happen regularly.</p> <p>That practices associated with festivals have special meanings.</p> <p>That people from the same faith may celebrate a festival differently.</p> <p>That objects, words and actions can represent an idea or belief.</p> <p>That many festivals are often celebrated as a community. That members of the same community may have similar or different ways of life.</p>		<p>worship is to show gratitude, say 'thank you', to god.</p> <p>That a festival is celebrated by many people and happens regularly.</p> <p>That people pray in different ways in different places.</p> <p>That objects, words and actions can represent an idea of belief.</p> <p>That when some people talk to god they might use their body to show respect.</p> <p>That religious stories can help us to understand religious beliefs.</p> <p>That stories from long ago can be applied to modern life.</p> <p>That many festivals are often celebrated as a community.</p> <p>That offerings used to express gratitude may be used to help a person's local or national community.</p>		
Key vocabulary	Angel Gabriel Angel Jibril Brahman	Advent calendar candle	characteristic chosen doubt	appreciate autumn Brahman		



Subject: RE

Year group: Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	What makes us human?	Where do our morals come from?	Is scripture central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?
Skills	Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. Identifying similarities and differences between religions and worldviews. Identifying similarities and differences within religions and worldviews. Giving thoughtful insights about why some things are the same and others are different. Explaining links between religious and non-religious practices and their significance. Recognising links with prior learning when encountering new content. Developing the	Identifying similarities and differences between religions and worldviews. Giving thoughtful insights about why some things are the same and others are different. Recognising links with prior learning when encountering new content. Exploring the ways diverse people and groups can work together for good. Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. Developing the ability to use empathy to identify and understand the feelings of others. Using increasingly complex	Identifying similarities and differences between, and within, religions and worldviews. Giving thoughtful insights about why some things are the same and others are different. Recognising links with prior learning when encountering new content. Explaining links between religious and non-religious practices and their significance. Exploring the ways diverse people and groups can work together for good. Developing the ability to use empathy to identify and understand the feelings of others. Reflecting on how others might see the	Identifying similarities and differences between, and within, religions and worldviews. Giving thoughtful insights about why some things are the same and others are different. Recognising links with prior learning when encountering new content. Explaining links between religious and non-religious practices and their significance. Exploring the ways diverse people and groups can work together for good. Developing the ability to use empathy to identify and understand the feelings of others. Reflecting on how others might see the		

	<p>ability to use empathy to identify and understand the feelings of others. Using increasingly complex vocabulary and explaining its meaning to others. 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. Thinking about their own ideas about god in light of their learning, experiences and discussions. Finding out about religion and worldviews through: interpreting art, listening to music, using first-hand accounts, experiencing, debating and discussing, reading stories or scriptures and using video footage.</p>	<p>vocabulary and explaining its meaning to others. 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. Finding out about religion and worldviews through: using first-hand accounts, debating and discussing, exploring stories or scriptures and looking at artefacts.</p>	<p>world and how they can show respect for viewpoints different to their own. Using increasingly complex vocabulary and explaining its meaning to others. 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. Finding out about religion and worldviews through: exploring scriptures; looking at artefacts; debating and discussing;</p>	<p>world and how they can show respect for viewpoints different to their own. Using increasingly complex vocabulary and explaining its meaning to others. 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. Finding out about religion and worldviews through: exploring scriptures; debating and discussing; interpreting art;</p>		
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			interpreting art; looking at photographs and images; using video and audio footage and using first-hand accounts.	looking at photographs and images; using video and audio footage and using first-hand accounts.		
Key knowledge	<p>To know: That soul means a person's spiritual and emotional sense of identity. That some people believe all living things have a soul and that it is immortal. That spirituality is connecting with the inner self, immaterial things and belief of something beyond oneself. That some people believe spirituality and the soul are unique to humans. That some people believe connection with god to be a spiritual experience. That prayer, meditation and rituals are used to connect spiritually.</p>	<p>To know: That actions have consequences and people think differently about what these are. That some people believe forgiveness from God to be having wrongdoing cancelled or unpunished. That morals are our thinking about what is right and wrong. That many religious and non-religious worldviews express the idea of a 'Golden Rule' relating to how we treat others. That the teachings of a religious or non-religious worldview often link with a follower's life choices. That people's views about what is right and wrong change over time and place.</p>	<p>To know: That some people believe connection with God to be a spiritual experience. That religious and non-religious people have ideas about the relationship between God and humans. That the way scriptures are used and treated reflects beliefs about their importance. That prayer, meditation and rituals are used to connect spiritually. That worship can take many forms and often involves symbolism. That the teachings of a religious or non-religious worldview often link with a follower's life choices. That all communities have rules and</p>	<p>To know: Morals are our thinking about what is right and wrong. Teachings of a religious or non-religious worldview often link with a follower's life choices. Actions have consequences and people think differently about what these are. Forgiveness is cancelling out wrongdoing or removing punishment. Some people believe all living things have a soul and that it is immortal.</p>		

		That many factors affect our morals and life choices. That all communities have rules and guidance for how to live together.	guidance for how to live together.			
Key vocabulary	belief blurb Buddhist connection consciousness exist express immaterial influence inner self meditation mindfulness organised personal practice represent responsible soul spiritual summarise unique worldview	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 tzitzit wrong	Abrahamic Alimah annotate central Chumash Christian Bible dictated faith Gideon Bible gurdwara Hadith holy inspired Jibril Ketuvim lectern mandir Muhammad Mus'haf Nevi'im New Testament Old Testament ornate precious prophet Psalms Quaker Qur'an recite revelation sahaba scroll sermon	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		



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Subject: RE

Year group: Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Are all religions equal?	Just how important are our beliefs?	What makes some texts sacred?	Who was Jesus?	Why is the Bible the best-selling book of all time?	Does the language of scripture matter?
Skills	Giving thoughtful insights about why some things are the same and others are different. Exploring the ways diverse people and groups can work together for good. Recognising links with prior learning when encountering new content. Identifying similarities and differences between religions and worldviews. Presenting different views thoughtfully and creatively, using evidence from learning. Discussing their own and others' ideas about deciding what is good and bad, and right and wrong.	Identifying similarities and differences between religions and worldviews. Identifying similarities and differences within religions and worldviews. Giving thoughtful insights about why some things are the same and others are different. Exploring the ways diverse people and groups can work together for good. Explaining links between religious and non-religious practices and their significance. Recognising links with prior learning when encountering new content. Reflecting on how others might see the	Identifying similarities and differences between religions and worldviews. Identifying similarities and differences within religions and worldviews. Giving thoughtful insights about why some things are the same and others are different. Explaining links between religious and non-religious practices and their significance. Recognising links with prior learning when encountering new content. Reflecting on how others might see the world and how they can show respect for viewpoints different to their	Recognising how religious and non-religious worldviews evolve for individuals and communities. Identifying common beliefs shared across different religions. Exploring the links and connections between various religions. Acknowledging Jesus as a historical figure and understanding the diverse beliefs regarding his significance. Appreciating that followers of the Christian worldview often believe in a divine relationship with humans through Jesus. Understanding that		

	<p>Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning. Finding out about religions and worldviews through: reading stories and scriptures, debating and discussing, analysing texts, looking at photographs and images and using first hand accounts.</p>	<p>world and how they can show respect for viewpoints different to their own. Asking questions about how people show their faith and considering why they might have these questions. Developing the ability to use empathy to identify and understand the feelings of others. Using increasingly complex vocabulary and explaining its meaning to others. 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. Thinking about their own ideas about God in light of their learning, experiences and discussions. Finding</p>	<p>own. Asking questions about how people show their faith and considering why they might have these questions. Using increasingly complex vocabulary and explaining its meaning to others. Presenting different views thoughtfully and creatively, using evidence from learning. Asking open questions and suggesting responses. Finding out about Religion and worldviews through: exploring stories or scriptures; debating and discussing; analysing texts; looking at photographs and images; using first-hand accounts; interpreting historical sources.</p>	<p>many Christians believe in the resurrection of Jesus after his crucifixion. Recognising that some Christians believe Jesus fulfilled prophecies from the Old Testament. Considering that some followers of the Jewish worldview may see Jesus primarily as a teacher, similar to views held during Jesus' time. Acknowledging that followers of the Jewish worldview generally believe in a covenant between God and the Jewish people. Understanding that some in the Jewish community await the coming of a Messiah, as foretold by prophets, but believe this event has not yet occurred. Reflecting on how Jesus' teachings were seen as radical within his life's historical and geographical</p>		
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		out about Religion and worldviews through: looking at photographs and images; using first-hand accounts; looking at artefacts; using surveys; interviewing others.		context. Recognising that many Christians commemorate Jesus' death and resurrection during Easter.		
Key knowledge	<p>To know:</p> <p>That people from different religions believe some of the same things.</p> <p>That there are historical links and connections between religions.</p> <p>That stories and scriptures give insights about how to live.</p> <p>That the history of religion affects how people see their own and others' communities</p>	<p>To know:</p> <p>Sacrifice means giving up something valued for the sake of something else.</p> <p>Holy means divine, sacred or connected to God.</p> <p>The way scriptures are treated and used reflects beliefs about their meaning and origin.</p> <p>Rituals and practices can be based on religious and cultural roots and that often these are interconnected.</p> <p>Being part of a community with similar beliefs is important to some people. For some people outward expressions of belief are important for a sense of belonging.</p>	<p>To know:</p> <p>Holy means divine, sacred or connected to God.</p> <p>The way scriptures are treated and used reflects beliefs about their meaning and origin.</p> <p>The ways scriptures are read and used change over time.</p> <p>Stories and scriptures give insights about how to live. Religious texts contain different types of writings. Religious scriptures come from a range of sources and origins. Religious scriptures are written in different languages and this can affect interpretation.</p>	<p>To know:</p> <p>Religious and non-religious worldviews change over time for individuals and groups.</p> <p>People from different religions believe some of the same things.</p> <p>There are links and connections between religions.</p> <p>Jesus was a historical figure and people have different beliefs about his significance.</p> <p>Some people who follow the Christian worldview generally believe God wants to have a relationship with humans which can be achieved through Jesus.</p> <p>Some people who follow the Christian worldview generally</p>		

				<p>believe Jesus was resurrected (raised from the dead) after his crucifixion. Some people who follow the Christian worldview generally believe Jesus fulfilled prophecies from the Old Testament.</p> <p>Some people who follow the Jewish worldview generally may see Jesus as a teacher which is what some people at the time of Jesus may have thought. Some people who follow the Jewish worldview generally believe that God made a covenant with the Jewish people.</p> <p>Some people who follow the Jewish worldview generally believe that the prophets told of a messiah which some interpret as a person, but that the Messiah has not yet come.</p> <p>Many people who follow the Christian worldview may believe that Jesus'</p>		
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Subject: RE

Year group: Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Why do people have to stand up for what they believe in?	Why doesn't Christianity always look the same?	What happens when we die? (part 1)	What happens when we die? (part 2)	Who should get to be in charge?	Why are some places in the world significant to believers?
Skills	Exploring why people from the same religion may disagree. Considering the thoughts, feelings, experiences, beliefs and values of others. Debating challenging issues with reference to learning and respect for content being debated. Using complex vocabulary confidently and in different contexts. 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	Understanding and evaluating the importance of diversity within religions and worldviews. Identifying increasingly subtle links with prior learning when encountering new content. Considering the thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Using complex vocabulary confidently and in different contexts. Researching from a range of sources.	Interpreting expressions of the same concept by people whose worldview differs. Interpreting expressions of the same concept by people with the same worldview. Understanding and evaluating the value of diversity within religions and worldviews. Evaluating links between religious and non-religious traditions, beliefs and practices. Identifying increasingly subtle links with prior learning when encountering new content. Considering the thoughts, feelings, experiences, beliefs	Interpreting expressions of the same concept by people whose worldview differs. Interpreting expressions of the same concept by people with the same worldview. Understanding and evaluating the value of diversity within religions and worldviews. Evaluating links between religious and non-religious traditions, beliefs and practices. Identifying increasingly subtle links with prior learning when encountering new content. Considering the thoughts, feelings, experiences, beliefs		

	<p>choices. 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. Finding out about Religion and worldviews through: exploring stories or scriptures; debating and discussing; analysing texts; looking at photographs and images; using first-hand accounts; using video or audio footage; interpreting historical sources; listening to music; interpreting art.</p>	<p>and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Debating challenging issues with reference to learning and respect for content being debated. Using complex vocabulary confidently and in different contexts. Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth. 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</p>	<p>and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Debating challenging issues with reference to learning and respect for content being debated. Using complex vocabulary confidently and in different contexts. 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</p>		
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			<p>thoughtfulness and reflection and making links between own and others' experiences. Expressing their own thoughts about the existence and nature of God. Finding out about Religion and worldviews through: exploring stories or scriptures; using surveys; debating and discussing; analysing texts; looking at photographs and images; interpreting art.</p>	<p>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. Finding out about Religion and worldviews through: exploring stories or scriptures; analysing texts; looking at photographs and images; interpreting art.</p>		
Key knowledge	<p>To know: The meaning of atheist, agnostic and theist. That in the UK religious beliefs are a protected characteristic. That in some times and places, people did not or do not have religious freedom. That throughout history and modern times, people have had to protest or</p>	<p>To know: Some of the ways that history, migration and leadership influence people's worldviews. That leadership and authority can impact people's worldviews. That the community or group someone is part of shapes their sense of belonging. That people are inspired and led by others from within</p>	<p>To know: People have different beliefs about what happens when we die. Some people believe in God, who may judge their actions when they die. Some people believe in life after death and others may believe death is the end of our life in any form.</p>	<p>To know: The meaning of atheist, agnostic and theist. That people have different beliefs about what happens when we die. That some people believe in God, who may judge their actions when they die. That some people believe in life after death and others may believe death</p>		

	<p>fight for religious freedom.</p> <p>That some festivals commemorate times when religious freedom has been fought for (e.g. Bonfire night).</p> <p>That within and between religious and non-religious groups people may disagree about challenging issues.</p> <p>That people are inspired and led by others from within and outside their community.</p> <p>That communities sometimes fight or protest for the rights of themselves or others.</p>	<p>and outside their community.</p> <p>That scripture can be interpreted in different ways.</p>	<p>The following vocabulary in relation to death: afterlife, soul, judgement, eternity, heaven and hell.</p> <p>Many people who are not religious believe in some form of afterlife.</p> <p>Funeral practices often reflect beliefs about life after death.</p> <p>Funerals can be important to help people grieve.</p> <p>Reasons for some people taking part in religious practices including belief, culture, tradition and obligation.</p> <p>Some of the ways practices are influenced by culture, tradition, geography, leadership and history.</p> <p>Ideas about the afterlife come from many sources.</p> <p>Beliefs about life after death can affect how people choose to live their lives.</p> <p>Within and between religious and non-</p>	<p>is the end of our life in any form.</p> <p>How to correctly use the following vocabulary in relation to death: afterlife, reincarnation, soul, judgement, eternity, finality, heaven and hell.</p> <p>Many people who are not religious believe in some form of afterlife.</p> <p>Funeral practices often reflect beliefs about life after death.</p> <p>Funerals can be important to help people grieve.</p> <p>Some reasons for some people taking part in religious practices including belief, culture, tradition and obligation.</p> <p>Some of the ways practices are influenced by culture, tradition, geography, leadership and history.</p> <p>Ideas about the afterlife come from many sources.</p> <p>Beliefs about life</p>		
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			<p>religious groups people may disagree about challenging issues. Funerals can be important times for communities to support one another. Religious communities usually have a leader who carries out certain duties with or on behalf of the community.</p>	<p>after death can affect how people choose to live their lives. Within and between religious and non-religious groups people may disagree about challenging issues. Funerals can be important times for communities to support one another. Religious communities usually have a leader who carries out certain duties with or on behalf of the community. That some places are of particular significance due to historical, cultural and geographical reasons.</p>		
Key vocabulary	agnostic atheist theist conspiracy Catholic Babylonian forces Bandi Chhor Divas denomination disciple discrimination divine authority Diwali	Anglican baptism Catholic Catholicism church Church of England colonisation confession confessional congregation convert depiction	atonement Barzakh cremate Dia de los Muertos embalm eternal Gehinnom Jahannam judgement mourning Olam Ha-Ba purgatory	atma atman bodhisattva Brahmins cremation dukkha Eightfold Path enlightenment Four Noble Truths Hukam karma Kshatriyas		



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Subject: RE

Year group: Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Why does religion look different around the world? (part 1)	Why does religion look different around the world? (part 2)	Why is it better to be there in person?	Why is there suffering? (part 1)	Why is there suffering? (part 2)	What place does religion have in our world today?
Skills	Considering the thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Using complex vocabulary confidently and in different contexts. Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth. Asking and exploring questions from different perspectives, including their own. Engaging in times of thoughtfulness and	Considering the thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Using complex vocabulary confidently and in different contexts. Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth. Asking and exploring questions from different perspectives, including their own. Engaging in times of thoughtfulness and	Considering the thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Using complex vocabulary confidently and in different contexts. Using creativity to present their own and others' ideas, explaining their choices. Asking and exploring questions from different perspectives, including their own. Engaging in times of thoughtfulness and reflection and making links	Considering the thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Debating challenging issues with reference to learning and respect for content being debated. Using complex vocabulary confidently and in different contexts. Finding out about Religion and worldviews through: exploring stories or scriptures, analysing texts, looking at news reports, looking at		

	reflection and making links between own and others' experiences. Finding out about religions and worldviews through: reading stories or scriptures, analysing texts, looking at news reports, using first-hand accounts, using video or audio footage and looking at photographs and images.	reflection and making links between own and others' experiences. Finding out about Religion and worldviews through: Using complex vocabulary confidently and in different contexts; exploring stories or scriptures; looking at artefacts; analysing texts; looking at photographs and images; using first-hand accounts	between own and others' experiences. Finding out about Religion and worldviews through: exploring stories or scriptures, looking at photographs and images, using first-hand accounts, debating and discussing, using video or audio footage and using maps.	photographs and images, using first-hand accounts and debating and discussing.		
Key knowledge	<p>To know:</p> <p>The meaning of omnipotent (all-powerful), omniscient (all-knowing) and omnipresent (everywhere at all times).</p> <p>Some of the ways that culture, history, migration and tradition influence people's worldviews.</p> <p>People from the same organised worldview often hold the same key beliefs but may interpret and</p>	<p>To know:</p> <p>Some of the ways that culture, history, geography and tradition influence people's worldviews.</p> <p>People from the same organised worldview often hold the same key beliefs but may interpret and express them differently.</p> <p>There are many reasons for taking part in religious practices including belief, culture, tradition.</p>	<p>To know:</p> <p>Experiencing a pilgrimage together can help some people feel a sense of community and belonging.</p> <p>Some people often feel significant connection to a building or place.</p> <p>For some, the people in a particular space are more important than the place itself.</p> <p>Shared practices can be important to give some people a feeling of belonging.</p>	<p>To know:</p> <p>Free will means a belief that humans can make their own choices and determine their own fate.</p> <p>Beliefs about the nature of God may impact people's ideas about and responses to suffering.</p> <p>Some people may use religious practices (e.g prayer, worship) to help them in times of suffering.</p> <p>Within and between religious and non-</p>		

	<p>express them differently. There are many reasons for taking part in religious practices including belief, culture, tradition and obligation. Some of the ways practices are influenced by culture, tradition, migration and history. Some places are of particular significance due to historical, cultural and geographical reasons. Representation is important to give people a feeling of belonging. Religious people may read stories from the past about how people became close to god to guide them in achieving the same aim. Cultural, historical and geographical context affect how scripture is interpreted. People disagree on whether ancient</p>	<p>Some of the ways practices are influenced by culture, tradition, geography and history. Religious people may read stories from the past about how people became close to God to guide them in achieving the same aim. Cultural, historical and geographical context can affect how scripture is interpreted. People disagree on whether ancient writings are still relevant to modern life. Shared practices can be important to give people a feeling of belonging.</p>	<p>Some practices might demonstrate belonging to a particular community. Shared challenge can bring people closer together. A pilgrimage is a journey to a place of religious significance. Pilgrimages are an important part of some people's life. Pilgrimage helps some people to feel close to God. Visiting a place of personal, religious, cultural or historical significance can have a special meaning for many people. There are many reasons for some people taking part in religious practices including belief, culture and tradition. Some people use stories about how others became close to God to guide them in achieving the same aim.</p>	<p>religious groups teaching about challenging issues can be contradictory and controversial. Writings from long ago can give people insight into modern-day issues. Ideas and beliefs about suffering come from many sources. People respond in different ways when they see people in their community suffering.</p>		
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	writings are still relevant to modern life.					
Key vocabulary	Abrahamic religions Ashkenazi attributes Charedi covenant descendants Genesis hijab Israelites kippah kippot liberal melacha melachot mitzvah mitzvot monotheism mitzvah niqab omnibenevolent omnipotent omnipresent omniscient Orthodox Reform Sephardi Shabbat tabernacle Tenak Torah	abstain adornment avatar Buddhist Canon celestial commemorate consent cultivate culture deities devotee Dharma Dharmic religion diversity Diwali edicts Eightfold Path impermanence incarnation interpretation intervention King Ashoka liberation Mahavira Mahayana monastic practices monastic practices monastics omnipresent Pandit prevail righteousness Sacred Thread Ceremony stupa Theravada Tirthankara	Al-Masjid Al-Aqsa Al-Masjid Al-Haram Annunciation Arafah Ark of the Covenant atheist condemned convention doctrines Dome of the Rock entombed Hajj Ihram Isra' Jerusalem Ka'bah Makkah martyrdom Mi'raj obligation pilgrimage qiblah Rami al-Jamarat relic resurrected Sa'i secular significant spirituality Tawaf Temple Mount The Night Journey The Prophet Muhammad Via Dolorosa Western Wall	balance blessings conscience contradictory controversial crucifixion evil free will Genesis omnibenevolent omnipotent omnipresent omniscient prayer response resurrection Satan suffering temptation		

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