



Walton Primary Academy

**Religion and Worldviews
Curriculum Overview**





RELIGION AND WORLDVIEWS

Intent

History should spark children's imagination and garner interest about the past in Britain and the world. Pupils can consider how the past influences the present and the future. They can begin to understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

Pupils can delve into and investigate what past societies were like and begin to understand how they impact our lives today. Pupils should acquire a chronological outline for their knowledge of significant events and people. Pupils can reach their own conclusions and begin to think analytically about situations.

We aim to promote all children to:

- Develop an interest in history and events of the past
- To build knowledge and understanding through the progression of skills
- Understand the similarities and differences between different periods in history
- Nurture skills, such as: analysis, evaluation and investigation
- Reflect on how lives were lived in the past and how this affects us now

“Those who do not remember the past, are condemned to repeat it” George Santayana

Implementation

In order for children to know more and remember more in each area of history studied, there is a structure to the units, whereby prior learning is always considered. Through revisiting and consolidating skills, we can help children build on prior knowledge, alongside introducing new skills and challenge. The revision and introduction of key vocabulary is built into each unit. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Through these lessons, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in.

Impact

The increase in the profile of history will be seen across school. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all.

We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future.





RELIGION AND WORLDVIEWS

Our Drivers within Religion and Worldviews

Children become Resilient Learners in RE through:	Children become Empowered Thinkers in RE through:	Children become Responsible Citizens in RE through:
<ul style="list-style-type: none"> • Actively engage in their education by asking questions, showing curiosity and enthusiasm. • Approach learning with a sense of ambition and confidence, embracing opportunities to challenge themselves. • Demonstrate resilience by showing determination when faced with obstacles or setbacks. • Take pride in their achievements and consistently strive for high standards in their work. • Develop the ability to work independently while also contributing meaningfully to group activities. 	<ul style="list-style-type: none"> • Immerse themselves in a variety of reading opportunities, growing a love for reading that lasts a lifetime. • Read and think about new things with an open mind. • Connect what they read to their own experiences and the world around them. • Share their ideas, thoughts and feelings with others with confidence and enthusiasm. • Take part in new experiences that inspire them, spark their curiosity, and challenge them to think in different ways. 	<ul style="list-style-type: none"> • Show kindness, empathy, and respect towards others • Embrace and celebrate diversity, showing a tolerant and inclusive attitude towards different perspectives and backgrounds. • Recognise their own self-worth while showing respect and value for others. • Value their surroundings, and the wider world and understand how their choices impact it. • Make positive choices around their physical health and mental wellbeing.

Additional Learning Opportunities

Our religion and worldviews curriculum is supplemented by:

- KAPOW
- Assemblies
- Visitors
- Nativities
- Enrichment activities/days

Progression of Knowledge

Beliefs - Substantive Knowledge

EYFS	<ul style="list-style-type: none"> • To know that beliefs are things people think are true. • To know that some people have different beliefs about God. • To know that there are groups of people who have similar beliefs. 	
Key Stage 1	Conceptual Knowledge	<ul style="list-style-type: none"> • To know that to believe is when we accept something is true, especially when we do so without proof. • To know that some people believe God exists as a powerful, non-human being. • To know that in some religions, followers believe in one supreme being or God who is loving. • To know that people have different ways of understanding God on earth (incarnation). • To know that some people believe that humans have a special relationship with God. • To know that there are different names for God. • To know that there are different ways to refer to and represent God. • To know that people have different ideas about the role of God. • 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 some people believe that God has made a promise between himself and his people.
	World-view related knowledge	<p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Believe in one existence of one God. • Believe that God created the world and the first people. • Believe that God made humans stewards over nature. <p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Believe in the existence of one God. • Believe that Jesus is the son of God and that God is present on Earth. • Believe that God created the world and the first people. • Believe that God made humans stewards over nature. <ul style="list-style-type: none"> • To know that some people who follow the Muslim worldview: • Believe in the existence of one God. • Believe that God made humans stewards over nature. • Believe that God is the creator of all things. <p>To know that some people who follow the Hindu worldview;</p> <ul style="list-style-type: none"> • Believe in the existence of one God. • Believe God created the world and everything in it and this is part of a cycle of many universes that will be created. • Believe that God has many forms which help them understand and engage with God. • Believe that God is in all living things.

Progression of Knowledge

Beliefs - Substantive Knowledge

Key Stage 1	World-view related knowlegde	<p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Believe the stories of Abraham, Noah and Moses show God’s promises. • Believe Jesus was a Jewish leader and teacher. <p>To know that some people who follow the Christian worldview:</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). <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> • Believe that they can communicate with God through prayer. Believe there were other prophets, including Jesus, Abraham, Moses and Noah. • Believe Muhammad was specially chosen and the last prophet. <p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> • Believe that they can communicate with God through prayer. <p>To know that some people who follow the Sikh worldview:</p> <ul style="list-style-type: none"> • Believe there is a God and Guru Nanak revealed the truth about God. • Believe Gurus to be inspired by God and some may have been specially chosen at birth. <p>To know that some people who follow the Alevi worldview:</p> <ul style="list-style-type: none"> • Believe that they can communicate with God through prayer.
Lower Key Stage 2	Conceptual Knowledge	<ul style="list-style-type: none"> • To know that soul means a person’s spiritual and emotional sense of identity. • To know that some people believe all living things have a soul and that it is immortal. • To know that spirituality is connection with inner self, immaterial things and belief of something beyond oneself. • To know that some people believe spirituality and soul to be unique to humans. • To know that some people believe connection with a god to be a spiritual experience. • To know that actions have consequences and that people think differently about what these are.

Progression of Knowledge

Beliefs - Substantive Knowledge

Lower Key Stage 2	Conceptual Knowledge	<ul style="list-style-type: none"> • To know that forgiveness is cancelling out wrongdoing or removing punishment. • To know that religious and non-religious people have ideas about the relationship between God and humans. • 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
Lower Key Stage 2	World-view related Knowledge	<p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> • Believe that Brahma's (God's) spirit is within every living thing as everything comes from him. <p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Believe that they can be forgiven by God if they repent of wrongdoing. • Believe they will be judged by God on how they have lived. • Believe Eve to have been the first person to sin (do wrong). • Believe humans have an eternal soul. <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> • Believe they will be judged by God according to their actions and intentions. • Believe that water is sacred. <p>To know that some people who follow the Buddhist worldview:</p> <ul style="list-style-type: none"> • Believe that the way they think and what they focus on are key to being human. • Do not believe in a creator God or God as an external force in their lives. <p>To know that some people who follow the Humanist worldview:</p> <ul style="list-style-type: none"> • Believe there is no god. • Believe that we have one life and we should make the most of it. • Believe human beings evolved naturally and have the potential to lead good and happy lives.

Progression of Knowledge

Beliefs - Substantive Knowledge

<p>Lower Key Stage 2</p>	<p>Worldview-related Knowledge</p>	<p>To know that people who follow the Jewish worldview generally:</p> <ul style="list-style-type: none"> • Believe that through prayer they can be forgiven by God if they repent the wrongdoing. • Believe they will be judged by God on how they have lived. • Try to live in a way that pleases God. • Believe in seeking forgiveness and self-reflection, especially during Yom Kippur. <p>To know that some people who follow the Buddhist worldview:</p> <ul style="list-style-type: none"> • Believe the teachings of Siddhattha Gotama (known as the Buddha). <p>To know that some people who follow the Christian worldview:</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 some people who follow the Sikh worldview:</p> <ul style="list-style-type: none"> • Believe that commitment to trying to love God and do what he wants are more important to some than ceremonies, rituals and practices. <p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Believe Jesus to be a radical Jewish leader at the time he lived. • Believe that the prophets told of a messiah but that Jesus was not the messiah. <p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> • Believe that their religion goes beyond time and space and is therefore eternal. <p>To know that people who follow the Bahá'í worldview:</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>Upper Key Stage 2</p>	<p>Conceptual Knowledge</p>	<ul style="list-style-type: none"> • To know the meaning of atheist, agnostic and theist. • To know that people have different beliefs about what happens when we die. • To know that some people believe in God, who may judge their actions when they die. • To know that some people believe in life after death and others may believe death is the end of our life in any form.

Progression of Knowledge

Beliefs - Substantive Knowledge

Upper Key Stage 2	Conceptual Knowledge	<ul style="list-style-type: none"> • To know and use correctly the following vocabulary in relation to death: afterlife, reincarnation, soul, judgement, eternity, heaven and hell. • To know that many people who are not religious believe in some form of afterlife. • To know that some people believe they will be reincarnated in a different form after death. • To know that in the UK religious beliefs are a protected characteristic. • To know that in some times and places people did not or do not have religious freedom. • To know that throughout history and in modern times people have had to protest or fight for religious freedom. • To know some of the ways that history, geography and leadership influence people’s worldviews. • To know that leadership and authority can impact people’s worldviews. • To know that worldviews impact the process of choosing leadership and authority. • To know that leadership and authority can impact people’s worldviews. • To know that some places are valued by certain people due to things that have happened there. • To know the meaning of omnipotent (all powerful), omniscient (all knowing) and omnipresent (everywhere at all times). • To know some of the ways that culture, history, geography and tradition influence people’s worldviews. • To know that some people believe leaders are anointed (chosen by God). • To know that people from the same organised worldview often hold the same key beliefs but may interpret and express them differently. • To know that free will means a belief that humans are able to make their own choices and determine their own fate. • To know that beliefs about the nature of God may impact people’s ideas about and responses to suffering.
Upper Key Stage 2	Worldview-related Knowledge	<p>To know that some people who follow the Christian worldview:</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. • Hold the same key beliefs but may interpret and express them differently depending on their denomination. <p>To know that some people who follow the Hindu worldview:</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.

Progression of Knowledge

Beliefs - Substantive Knowledge

Upper Key
Stage 2

World-view
related
Knowledge

To know that some people who follow the **Humanist** worldview:

- 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).

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

- Believe in reincarnation.

To know that some people who follow the **Buddhist** tradition: Believe in reincarnation.

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

- Believe the original sin was committed by the first humans and that this changed the relationship between God and humans (The Fall).
- Believe that human beings have free will.

To know that some people who follow the **Zoroastrian** worldview:

- Believe there is a constant battle between good and evil both spiritually and morally.
- Believe that human beings have free will.

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

- Believe that human beings have free will.

To know that some people who follow the **Sikh** worldview

- Believe that everything that happens is according to God's will (hukam).

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

- Believe that human beings have free will and refer to the struggle to make right choices as 'inner jihad'.

Progression of Knowledge

Practices - Substantive Knowledge

EYFS	<ul style="list-style-type: none"> To know how and why some people celebrate special times 	
KS1	Conceptual Knowledge	<ul style="list-style-type: none"> To know that some religious people use art, objects and special times to represent and remember incarnation of God (of the presence of God on Earth). To know that many people have special ceremonies when babies are born. To know that many people give money, time or donations to charity as a way of showing that caring for others is important. 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 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 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 some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> 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 some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> Carry out Wudu before prayer. Use special positions and actions during prayer called rakat.. Visit the mosque and find some of the features help them to pray. Say 'peace be upon him' (pbuh) when talking about Muhammad and other prophets to show respect. Do not use images of God or Muhammad (pbuh) as a sign of respect.

Progression of Knowledge

Practices - Substantive Knowledge

KS1

Worldview
-related
Knowledge

To know that some people who follow the Jewish worldview:

- Use tefillin to help remind them of God's word.

To know that some people who follow the Christian worldview:

- Celebrate Harvest as a special time to thank God for providing food, often donating food to others at this time.

To know that some people who follow the Muslim worldview:

- Carry out Wudu before prayer.
- Use special positions and actions during prayer called rakat..
- Visit the mosque and find some of the features help them to pray.
- Say 'peace be upon him' (pbuh) when talking about Muhammad and other prophets to show respect.
- Do not use images of God or Muhammad (pbuh) as a sign of respect.

To know that some people who follow the Alevi worldview:

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

To know that some people who follow the Sikh worldview:

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

To know that some people who follow the Jewish worldview:

- Try to live according to God's mitzvot.

To know that some people who follow the Christian worldview:

- Celebrate the birth of Jesus at Christmas by attending church services, giving gifts and retelling the nativity of Jesus.

To know that some people who follow the Muslim worldview:

- Give to charity (zakat) as a way of expressing their beliefs.
- Perform adhan and 'aqiqah when a baby is born.
- Use 99 names to describe Allah (God).

To know that some people who follow the Hindu worldview:

- Perform jatakama when a new baby is born.
- Use murti (forms) to represent the some of the different forms of God.

- To know that some people who follow the Humanist worldview: Have a naming ceremony when a new baby is born.

Progression of Knowledge

Practices - Substantive Knowledge

Lower Key Stage 2	Conceptual Knowledge	<ul style="list-style-type: none"> • To know that rituals are a way of expressing beliefs and ideas about God. • To know that prayer, meditation and rituals are used to connect spiritually. • To know that the way scriptures are used and treated reflects beliefs about their importance. • To know that water is often used in ceremonies and rituals to symbolise cleansing and purity. • To know that fire is often used in ceremonies and rituals to symbolise purity and remembrance. • To know that worship can take many forms and often involves symbolism. • 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 some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Celebrate Easter remembering Jesus' death and resurrection. • Choose to fast during Lent. <p>To know that some people who follow the Sikh worldview:</p> <ul style="list-style-type: none"> • May wish to join or be initiated into the Khalsa through the Amrit Sanskar ceremony. <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> • Fast and give Zakat during Ramadan. • Choose to eat a halal diet. <p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Celebrate Yom Kippur (the Day of Atonement). • Choose to eat a kosher diet. <p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> • Read from a variety of scriptures including what is sometimes referred to as the 'revealed truths' (shruti) and the 'remembered truths' (smriti) <p>To know that some people who follow the Buddhist worldview:</p> <ul style="list-style-type: none"> • Meditate to ensure the mind is peaceful and focused. • Believe that through regular meditation they can reach nirvana. <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> • Use water to perform wudu prior to prayer and worship.

Progression of Knowledge

Practices - Substantive Knowledge

Lower Key Stage 2	Worldview-related Knowledge	<p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Read the Bible in a variety of translations and ways. • Use prayer to ask for God's forgiveness. • Use water for baptism, following the example of Jesus in the Bible. <p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Treat the Torah and Tanakh in special ways to show respect. <p>To know that some people who follow the Zoroastrian worldview: Use fire as a symbol of purity and the light of God.</p>
Upper Key Stage 2	Conceptual Knowledge	<ul style="list-style-type: none"> • To know that funeral practices often reflect beliefs about life after death. • To know that funerals can be important to help people grieve. • To know that some festivals commemorate times when religious freedom has been fought for (e.g. Bonfire night). • To begin to consider reasons for taking part in religious practices including belief, culture, tradition and obligation. • To begin to consider some of the ways practices are influenced by culture, tradition, geography, leadership and history. • 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 religious significance. • To know that pilgrimages are an important part of some people's life. • To know that pilgrimage helps some people to feel close to God. • To know that visiting a place of personal, religious, cultural or historical significance can have a special meaning for many people. • To know that there are many reasons for some people taking part in religious practices including belief, culture and tradition. • To know some of the ways practices are influenced by culture, tradition, geography and history.
	Worldview-related Knowledge	<p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Worship and pray in different ways depending on which denomination they belong to. • Express their worldview in a way which reflects their culture. • Celebrate Pentecost as when God sent the Holy Spirit to Earth and as the start of the Christian church. <p>To know that some people who follow the Sikh worldview:</p> <ul style="list-style-type: none"> • Celebrate Diwali remembering the story of Guru Hargobind. • Try to follow the examples of the Gurus when thinking about standing up for their beliefs. • Use fire for cremation after death with family being involved in the funeral process. • Scatter a person's ashes on body of water.

Progression of Knowledge

Practices - Substantive Knowledge

Upper Key Stage 2

Worldview- related Knowledge

To know that some people who follow the **Hindu** worldview:

- Treat a body in special ways after death, including symbolic actions.
- Be committed to complete at least one pilgrimage in their lifetime, possibly to the River Ganges.

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

- Be committed to completing Hajj (pilgrimage) at least once in their lifetime.
- Practise differently depending on the branch they are part of.
- Pray alone and with others at times of suffering.

To know that some people who follow the **Hindu** worldview:

- Worship deities based on their connection to a specific place or area.
- May be influenced to worship particular deities by family, culture, tradition and location.

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

- Go on a pilgrimage or retreat to places of significance.
- Practise differently according to the form they follow.

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

- Have different perceptions of the mitzvot and practise accordingly.
- Observe Shabbat.
- Practise differently depending on their interpretation of scripture
- (Orthodox or Reform).

To know that some people who follow the **Shinto** worldview:

- Perform rituals both at home and at shrines.

Progression of Knowledge

Wisdom and morality - Substantive Knowledge

EYFS	<ul style="list-style-type: none"> • To know that stories can help us to learn how to behave. • To know that speaking to others can help us to learn. 	
KS1	<p style="text-align: center;">Conceptual Knowledge</p>	<ul style="list-style-type: none"> • To know that some spoken and written words are important to people. • To know that creation stories provide people with possible answers as to why we are here. • To know that followers often read religious stories. • To know that some religious and non religious stories may guide people to care for animals and the planet. • To know that religious teachings often encourage gratitude for what god created (eg. others and the planet) and a responsibility to look after it. • To know that some stories may guide people to care for others. • To know that the way people treat animals and nature reflects their worldview. • 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 knowledge that comes from experience. • To know that guidance means advice, information or rules given by someone in authority. • To know that values are what people see as important in life. • To know that prophets and gurus are considered to share God's wisdom and guidance have had it revealed to them by God. • To know that religions have forms of guidance or rules (commandments) and believers will follow these in different ways.
	<p style="text-align: center;">Worldview-related Knowledge</p>	<p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Understand the Torah to contain the 'word of God'. • Believe that the Genesis creation story explains how the Earth and humans were created. • Read the Torah to help them to understand God and for advice to help them live a good life. <p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Believe that the Genesis creation story explains how the Earth and humans were created. • Read stories from the Christian Bible to help them understand God and for advice about how to live a good life. • Understand the Christian Bible to be the 'word of God'. <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> • Understand the Qur'an to be the 'word of God'. • Read the Qur'an and stories about the Prophet Muhammad (pbuh) to help them understand God and for advice on how to life a good life. • Give to charity as one of the five pillars.

Progression of Knowledge

Wisdom and morality - Substantive Knowledge

KS1	Worldview-related Knowledge	<p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> • Follow the principle of ahimsa (harmlessness) as a way of life. • Read many sacred texts including the Rig Veda which contains one of many creation stories to help them understand God. <p>To know that some people who follow the Jain worldview:</p> <ul style="list-style-type: none"> • Believe all living things to contain souls and should therefore be valued and respected. • Follow ahimsa (harmlessness) as their main principle. <p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Believe God communicated with humans through the Torah. • Believe that the mitzvot were given to Moses by God. • Try to live according to God's mitzvot (commandments). <p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Believe that God communicated his will through many prophets and that these messages • can be applied to their lives today. <p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> • Believe in harmlessness (ahimsa).
Lower Key Stage 2	Conceptual Knowledge	<ul style="list-style-type: none"> • To know that morals are our thinking about what is right and wrong. • To know many religious and non-religious worldviews express the idea of a 'golden rule' relating to how we treat others. • To know that the teachings of a religious or non-religious worldview often link with a follower's life choices. • To know that people's views about what is right and wrong change over time and place. • To know that many factors affect our morals and life choices. • To know that stories and scriptures give insights about how to live. • To know that religious texts contain different types of writings. • To know why the Bible has a significant role in public life in many countries, including the UK. • To know that religious scriptures come from a range of sources and origins. • To know that religious scriptures are written in different languages and this can affect interpretation.
	Worldview-related Knowledge	<p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Follow The Ten Commandments as part of their moral code. • Try to live in a way that pleases God.

Progression of Knowledge

Wisdom and morality - Substantive Knowledge

Lower Key Stage 2

Worldview- related Knowledge

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

- Believe that the Qur'an provides them with guidance as to how to live according to Allah's will including The Five Pillars.
- Try to live in a way that pleases God.

To know that some people who follow the **Hindu** worldview:

- Try to follow The Five Niyamas and The Five Yamas.

To know that some people who follow the **Humanist** worldview:

- Consider what is morally right or wrong by thinking about the effect an action may have on others.

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

- Try to follow the 613 mitzvot for how to live.
- Follow The Ten Commandments as part of their moral code.

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

- Believe that Jesus' teachings were radical in the historical and geographical context he was living in.

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

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

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

- Believe the Torah should be written and read in Biblical Hebrew, translations are used
- but not considered to be fully accurate.

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

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

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

- Use the Buddhist canon for guidance.

Progression of Knowledge

Wisdom and morality - Substantive Knowledge

Upper Key Stage 2	Conceptual Knowledge	<ul style="list-style-type: none">• To know that ideas about the afterlife come from many sources.• To know that beliefs about life after death can affect how people choose to live their lives.• To know that people are inspired and led by others from within and outside their community.• To begin to understand that scripture can be interpreted in different ways.• To know that within and between religious and non religious groups people may disagree about challenging issues.• 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 some people use stories about how others became close to God to guide them in achieving the same aim.• To know that cultural, historical and geographical context can affect how scripture is interpreted.• To know that people disagree on whether ancient writings are still relevant to modern life.• To know that the same guidance or scripture can be interpreted differently by people.
	Worldview-related Knowledge	<p>To know that some people who follow Sikh worldview:</p> <ul style="list-style-type: none">• Follow the examples of the Gurus when thinking about standing up for their beliefs. <p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none">• Interpret some teachings of the Bible differently or put emphasis on different aspects of key teaching depending on their denomination. <p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none">• Read the Bhagavad Gita to help them understand and respond to death. <p>To know that some people who follow the Buddhist worldview:</p> <ul style="list-style-type: none">• Read the story of Kisagotami to help them understand and respond to death. <p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none">• Read the Bible to help them understand and respond to suffering. <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none">• Go on Hajj as one of The Five Pillars. <p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none">• Reflect on stories from scripture to help them understand and respond to suffering.

Progression of Knowledge

Community and Belonging - Substantive Knowledge

EYFS	<ul style="list-style-type: none"> • To know that some places are special to different people for different reasons. • To know that there are people in the community who help others to explore their beliefs and guide them. • To know that being part of a community is important to many people. 	
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. • To know that many festivals are often celebrated as a community. • To know that some people find praying or worshiping as part of a community helpful. • To know that members of the same community may have similar or different ways of life. • To know that many religious groups have special buildings which may have features linked to beliefs and practices. • To know that offerings used to express gratitude may be used to help a person's local or national community. • To know that within a community people have different values, ideas and beliefs.
	Worldview-related Knowledge	<p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> • Share food and money with their community as part of 'aqiqah when a new baby is born. • Give to charity as the third pillar of Islam to support others in the Muslim community. <p>To know that some people who follow the Humanist worldview:</p> <ul style="list-style-type: none"> • Invite family and friends to a naming ceremony to celebrate the baby belonging to their community. <p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> • Carry out Jatakarma (baby welcoming) and Upanayana (sacred thread) ceremonies. <p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Visit a synagogue to worship and pray with members of their community. <p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Use offerings given at Harvest to help others in their local community. • Visit a church to worship and pray with members of their community.

Progression of Knowledge

Community and Belonging - Substantive Knowledge

KS1	Worldview-related Knowledge	<p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Visit a synagogue to worship and pray with members of their community. <p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Use offerings given at Harvest to help others in their local community. • Visit a church to worship and pray with members of their community. <p>To know that some people who follow the Hindu worldview:</p> <ul style="list-style-type: none"> • Visit the mandir to worship and pray with members of their community. <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> • Visit the mosque to worship and pray with members of their community.
Lower Key Stage 2	Conceptual Knowledge	<ul style="list-style-type: none"> • To know that for many people relationships with others and being part of a community are important. • To know that all communities have rules and guidance for how to live together. • To know that ceremonies involving water and fire are important occasions for some communities. • To know that eternal flames are sometimes used as a sign of remembrance in a community. • 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 some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> • Feel that they are part of a worldwide religious community (ummah). <p>To know that some people who follow the Sikh worldview:</p> <ul style="list-style-type: none"> • Wear a turban as part of a cultural tradition. <p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Take part in a Bar/Bat Mitzvah ceremony. <p>To know that some people who follow the Sikh worldview:</p> <ul style="list-style-type: none"> • -Take part in the Amrit ceremony.

Progression of Knowledge

Community and Belonging - Substantive Knowledge

Lower Key Stage 2	Worldview-related knowledge	<p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • Take part in Baptism ceremonies. <p>To know that some people who follow the Muslim worldview:</p> <ul style="list-style-type: none"> • Feel that they are part of a worldwide religious community (ummah). <p>To know that some people who follow the Sikh worldview:</p> <ul style="list-style-type: none"> • Wear a turban as part of a cultural tradition. <p>To know that some people who follow the Jewish worldview:</p> <ul style="list-style-type: none"> • Take part in a Bar/Bat Mitzvah ceremony. <p>To know that some people who follow the Christian worldview:</p> <ul style="list-style-type: none"> • - Take part in Baptism ceremonies.
Upper Key Stage 2	Conceptual Knowledge	<ul style="list-style-type: none"> • To know that funerals can be important times for communities to support one another. • To know that communities sometimes fight or protest for the rights of themselves or others. • To know that the community or group someone is part of shapes their sense of belonging. • To know that religious communities usually have a leader who carries out certain duties with or on behalf of the community. • To know that some people may find religious spaces significant even if they are not part of that religion. • To know that some places are of particular significance due to historical, cultural and geographical reasons. • To know that people respond in different ways then they see people in their community suffering. • To know experiencing a pilgrimage together can help some people feel a sense of community and belonging. • To know that some people feel significant connection to a building or place. • To know that, for some, the people in a particular space are more important than the place itself. • To know that shared practices can be important to give some people a feeling of belonging. • To know that some practices might demonstrate belonging to a particular community. • To know that shared challenge can bring people closer together. • To know that particular places can be significant to their religion based on scripture and historical events.

Progression of Knowledge

Community and Belonging - Substantive Knowledge

Upper Key Stage 2

Worldview- related Knowledge

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

- Travel as part of a large group to join over two million members of the Muslim community at Hajj.
- Wear special clothing during Hajj.
- Dress in certain ways which show symbolism and belonging.
- Believe Makkah to be a significant place.

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

- Dress in certain ways which show symbolism and belonging.
- Believe Israel to be a significant place.

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

- Believe Jerusalem to be a significant place.

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

- Describe themselves as following a particular Buddhist form.

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

- Belong to a particular denomination of the Christian church.
- Relate to their community in different ways depending on the context they live in.
- Have different buildings, artwork and dress based on culture, tradition and context.

To know that some people who follow the **Hindu** worldview:

- Consider social status or sections of society to help them understand different roles in a community.
- Believe the River Ganges to be significant.

Progression of Skills

Question

EYFS	<ul style="list-style-type: none">• Asking questions about things they see and experience.
Key Stage 1	<ul style="list-style-type: none">• Asking questions about things that interest them.• Beginning to ask 'big' questions (e.g. Why are we here? What is real?).• Asking questions about what other people think and do.• Asking questions in response to a question.
Lower Key Stage 2	<ul style="list-style-type: none">• Asking questions about what others think and do and how they show their beliefs.
Upper Key Stage 2	<ul style="list-style-type: none">• Asking challenging questions and reflecting on the origins of their questions.

Investigate

EYFS	<ul style="list-style-type: none">• Listening to and discussing some religious or belief stories.• Talking about their beliefs and listening to others' beliefs.• Exploring special places in the community.• Meeting and talking to people with different beliefs.
Key Stage 1	<ul style="list-style-type: none">• Listening to stories and discussing what happens in them.• Exploring simple scripture quotes and considering how they might help people.• Beginning to notice important information (e.g. first-hand accounts and photos).• Listening to stories and discussing what they mean.• Examining simple scripture quotes and interpreting what they mean.• Identifying important information from different sources (e.g. first-hand accounts, photos, survey data, video and audio footage).
Lower Key Stage 2	<ul style="list-style-type: none">• Considering how different sources of information can help answer specific questions.• Exploring scripture and stories to understand how different people might interpret them.• Discussing how various sources provide different pieces of information.
Upper Key Stage 2	<ul style="list-style-type: none">• Identifying key information from a broad range of sources independently.• Explaining why interpretations of scripture and stories vary among different people.• Synthesising information from different sources to suggest ideas about beliefs.

Progression of Skills

Interpret

EYFS

- Engaging in role play and drama based on simple stories.
- Sequencing and retelling events in simple stories.
- Noticing similarities and differences between their own and their peers' beliefs.

Key Stage 1

- Retelling stories in their own words.
- Recognising lessons or teachings within stories and relating to their own experiences.
- Finding religious symbols in stories and other sources.
- Recognising some religious terminology in sources.
- Thinking about the meaning of what people do.
- Beginning to notice similarities and differences within and between religions and worldviews.
- Making links between religious and non-religious beliefs and practices.
- Identifying main characters and events in a story.
- Suggesting what lessons or teachings they understand from stories.
- Understanding that some symbols (for example, light) have meaning beyond the literal.
- Recognising and understanding some religious phrasing (e.g. 'peace be upon him' and 'Amen').
- Thinking about what people's actions can represent.
- Identifying similarities and differences within and between religions and worldviews.
- Making links between religious and non-religious beliefs, practices and symbols.

Lower Key Stage 2

- Considering how the same story may be told in different cultures or times.
- Comparing and contrasting stories or teachings from different religions to identify common themes.
- Recognising underlying themes in stories, such as kindness or forgiveness.
- Recognising some common religious symbols, such as light, water and fire, and considering what they represent beyond the literal.
- Exploring how language may have special religious meaning and convey beliefs and teachings.
- Exploring similarities and differences within and between religions and worldviews.
- Using different sources of evidence to build ideas about a concept.
- Discussing the meaning of historical and modern events and practices.

Upper Key Stage 2

- Recognising how the historical and cultural context of stories can influence their meaning.
- Considering the intention of the storyteller and the impact of the story.
- Reflecting on how stories are interpreted differently by different audiences and why.
- Recognising further symbols and their representations within and across religions.
- Analysing symbolic language and recognising how different religions use language to express similar concepts (e.g. the afterlife).
- Interpreting expressions of the same concept (for example, the afterlife) within and between religions and worldviews.
- Analysing events and issues and how these might impact people's lives.