



St Peter's Church of England Primary School

Religious and Non-Religious Worldviews Education Curriculum: Topics, Coverage and Objectives

Each of the three elements of the teaching and learning approach is important and pupils should make progress in all of them. Below are the end of phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end of phase outcomes.				
<p>Foundation Stage Communication and language: RE enables children to: Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field Become comfortable using a rich range of vocabulary and language structures in relation to RE content. Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.</p> <p>Personal, social and emotional development: Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peacefully</p> <p>Prime area: Physical Development. RE enables children to: Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play</p> <p>Specific area: Literacy. RE enables children to: Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together. Build their skills in RE-related word reading, recognising religious words and discovering new vocabulary in relation to religions and worldviews Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.</p> <p>Specific area: Mathematics. RE enables children to: Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content Look for patterns and relationships and spot connections, sorting and ordering objects simply.</p> <p>Understanding the world Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world. Extend their knowledge and familiarity with words that support understanding of religion and belief Talk about the lives of people around them, understanding characters and events from stories. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class. Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.</p> <p>Expressive arts and design Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role- play and stories to represent their own ideas, thoughts and feelings. Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste. See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts. Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work. Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.</p>	<p>Teaching and Learning Approach</p>	<p>Key Stage One Pupils are expected to:</p>	<p>Lower Key Stage Two Pupils are expected to expand on the knowledge and understanding of religions and worldviews that they gained in KS1:</p>	<p>Upper Key Stage Two Pupils are expected to expand on the knowledge and understanding of religions and worldviews that they gained in KS1 and Lower KS2</p>
	<p>Element 1: <u>Making sense of beliefs</u> Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p>	<ul style="list-style-type: none"> identify core beliefs and Concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/ sources of authority and the core concepts studied offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
	<p>Element 2: <u>Understanding the impact</u> Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p>	<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which Believers put their beliefs into practice 	<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the way they live identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
	<p>Element 3: <u>Making connections</u> Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and worldviews – their ways of understanding the world.</p>	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying, have something to say to them give a good reason for the views they have and the connections they make 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live give good reasons for the views they have and the connections they make 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make



St Peter's Church of England Primary School

Religious and Non-Religious Worldviews Education Curriculum: Topics, Coverage and Objectives

AUTUMN TERM 1							
Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Question (Topic)	<i>Being special: where do we belong?</i>	<i>Who do Christians say made the world?</i>	<i>What is the 'good news' Christians believe Jesus brings? PART 1</i>	<i>What do Christians learn from the Creation story?</i>	<i>What kind of world did Jesus want?</i>	<i>What does it mean if Christians believe God is holy and loving?</i>	<i>Creation and science: conflicting or complementary?</i>
Religious Belief	Religious & Non-Religious Worldviews Christianity – Hindu Dharma - Islam	Christian Unit Christianity	Christian Unit Christianity	Christian Unit Christianity	Christian Unit Christianity	Christian Unit Christianity	Religious & Non-Religious Worldviews
Big Frieze	THEMATIC	CREATION	GOSPEL	CREATION FALL	GOSPEL	GOD	CREATION FALL
Links to Prior Knowledge	<i>Prior Knowledge:</i> Unit 1 and 2, exploring Christian ideas about God	<i>Prior Knowledge:</i> Unit 1, exploring Christian ideas about Creation	<i>Prior Knowledge:</i> Units 2, 4, 6 and 8, exploring Christian beliefs about Jesus	<i>Prior Knowledge:</i> Units 1, 7, and 12 where pupils explore Christian beliefs about creation	<i>Prior Knowledge:</i> Units 13 and 14, exploring the Christian concept of Gospel	<i>Prior Knowledge:</i> Units 10 and 20 exploring Christian ideas about God and Incarnation	<i>Prior Knowledge:</i> Units 1, 7, 12, 23 and 34 where pupils explored creation.
Links to Future Learning	<i>Future Learning:</i> Unit 11 that explores community Unit 27, 29 and 39 that explore Hindu Dharma, beliefs about God and what it might be like to be a Hindu in Britain today Units 15, 17, 21 and 32 that explore what it means to be a Muslim.	<i>Future Learning:</i> Units 12, 23 and 34 that develop understanding of Christian beliefs about Creation	<i>Future Learning:</i> Units 25 and 37 that develop understanding of Christian beliefs about Gospel	<i>Future Learning:</i> Unit 34 develops understanding of Christian beliefs about creation linked to the fall in Genesis	<i>Future Learning:</i> Units 37 that develops understanding of Christian concept of Gospel	<i>Future Learning:</i> Units 34, 35, 37, 38, 40 and 41 that develop understanding of Christian concepts in line with the 'Big Story' of the Bible	<i>Future Learning:</i> Units 37,38, 40 and 41 that develop understanding of Christian concepts in line with the 'Big Story' of the Bible
Learning Taking Place	The children will develop their personal knowledge by reflecting upon the things that are special to many Christians, Hindus, and Muslims and why they value these things. The children will learn about key religious symbols for Christians, Muslims and Hindus. The children will also find out about the welcoming ceremonies that many Muslims and Christians have for a new baby and how Hindu brothers and sisters might show their love and respect for each other at Raksha Bandhan.	In this unit, pupils will learn about the Christian creation story and begin to understand that some Christians believe different things about creation. They will link this with Christian concept of stewardship.	In this double unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about how many Christians try to follow the example and teachings of Jesus.	This unit focuses on the stories of Creation and the Fall as two parts of the 'Big Story' of the Bible. Pupils build on work done in KS1 on creation and explore key messages within it for many Christians.	In this unit, pupils will build on work done in KS1 about the concept of 'Gospel' which focuses on the 'Good News' which Christians believe Jesus brings and tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how many Christians today try to follow Jesus.	In this unit, pupils will learn about what many Christians believe God is like, exploring key texts from the Bible, using ways of knowing that theologians use. Pupils will link their learning in this topic to other concepts studied in KS1 and Lower KS2 to suggest why Christians believe that God is forgiving and loving.	In this unit, pupils will build on what they have previously learn about the importance of creation within the 'Big Story' of the Bible for Christians. They will study Genesis 1 and find out about how different Christians may interpret this text in different ways and explore whether it is conflicting or complementary with what science says



St Peter's Church of England Primary School

Religious and Non-Religious Worldviews Education Curriculum: Topics, Coverage and Objectives

<p>Concepts Progression:</p>		<ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world Give at least one example of what Christians do to say 'thank you' to God for Creation Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in 	<ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. 	<ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. 	<ul style="list-style-type: none"> Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 	<ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of my own. 	<ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for my views.
-------------------------------------	--	---	--	--	--	--	---



St Peter's Church of England Primary School

Religious and Non-Religious Worldviews Education Curriculum: Topics, Coverage and Objectives

AUTUMN TERM 2								
	Year Group	Nursery Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Big Question (Topic)	Why is Christmas special for Christians?	Why does Christmas matter to Christians?	What is the 'good news' Christians believe Jesus brings? PART 2	What is it like for someone to follow God?	What do Hindus believe God is like?	Why do Christians believe Jesus was the Messiah?	For Christians, what kind of king is Jesus?
	Religious Belief	Christian Unit Christianity	Christian Unit Christianity	Christian Unit Christianity	Christian Unit Christianity	Hindu Unit Hinduism	Christian Unit Christianity	Christian Unit Christianity
	Big Frieze	INCARNATION	INCARNATION	GOSPEL	PEOPLE OF GOD	HINDU DHARMA ATMAN BRAHMAN	INCARNATION	KINGDOM OF GOD
	Links to Prior Knowledge	<i>Prior Knowledge:</i> Unit 1, exploring Christian ideas about God	<i>Prior Knowledge:</i> Exploring Christian ideas about Incarnation	<i>Prior Knowledge:</i> Units 2, 4, 6 and 8, exploring Christian beliefs about Jesus	<i>Prior Knowledge:</i>	<i>Prior Knowledge:</i> Units 3 where pupils were introduced to Hindu Dharma	<i>Prior Knowledge:</i> Units 2,8 and 20 explored understanding of Christian beliefs about Incarnation	<i>Prior Knowledge:</i> Unit 26 that developed understanding of Christian beliefs about Kingdom of God and sources of wisdom on this.
	Links to Future Learning	<i>Future Learning:</i> Unit 4 that explores Easter Units 8, 20 and 38 that explore Incarnation	<i>Future Learning:</i> Units 20 and 38 that develop understanding of Christian beliefs about Incarnation, Trinity and the Messiah	<i>Future Learning:</i> Units 25 and 37 that develop understanding of Christian beliefs about Gospel	<i>Future Learning:</i> Units 35 develops understanding of the People of God concept	<i>Future Learning:</i> Units 29 and 39 that develops understanding of what it might be like to be a Hindu in Britain today, Hindu Dharma, Atman, Karma and Moksha.	<i>Future Learning:</i> Units 40 and 41 develop understanding of Christian concepts in line with the 'Big Story' of the Bible	<i>Future Learning:</i>
	Learning Taking Place	In this unit, pupils will build on their understanding of some key beliefs for Christians and learn the key events from, and beliefs linked to, the Christmas story. They will begin to understand that some stories change over time and that it is important for believers to return to and study the original text.	In this unit pupils will build on their own personal knowledge and will find out about how Christmas is celebrated today considering which traditions are secular and which are religious.	In this double unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about how many Christians try to follow the example and teachings of Jesus.	In this unit, pupils build on their knowledge the 'Big Story' of the Bible and learn about the concept of People of God within the 'Big Story'. Pupils will spend time looking at several texts that share stories about People of God from the Old Testament in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books.	This unit introduces Hindu Dharma to pupils, exploring how Hindus might see the world. They look at the concept of Brahman and use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.	In this unit, pupils will build on work done in Lower KS2 on the Trinity and learn about the concept of 'incarnation'. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Pupils will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition.	In this unit, pupils will build on work done in Lower KS2 on Pentecost and find out about parables and how most Christians believe that they explain what the Kingdom of God is like. Pupils will learn about different ways that Christians may interpret these texts, exploring how believers put their beliefs into practice in a variety of ways, including through worship and service to the community.
	Concepts Progression:		<ul style="list-style-type: none"> Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians 	<ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' Give clear, simple accounts of what Bible texts (such as the story 	<ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant Make simple links between promises in the story of Noah and promises that 	<ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and 	<ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms 	<ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the kingdom of God Consider different possible meanings for the biblical texts studied, showing



St Peter's Church of England Primary School

Religious and Non-Religious Worldviews Education Curriculum: Topics, Coverage and Objectives

			<ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas. 	<p>of Matthew the tax collector) mean to Christians</p> <ul style="list-style-type: none"> Recognise that Jesus gives instructions to people about how to behave Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. 	<p>Christians make at a wedding ceremony</p> <ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world. 	<p>what Hindus believe about God</p> <ul style="list-style-type: none"> Offer informed suggestions about what Hindu murtis express about God Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. 	<ul style="list-style-type: none"> Explain connections between biblical texts, Incarnation and Messiah, using theological terms Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers. 	<p>awareness of different interpretations</p> <ul style="list-style-type: none"> Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice Show how Christians put their beliefs into practice in different ways Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today Articulate their own responses to the idea of the importance of love and service in the world today.
--	--	--	--	---	--	---	--	---



St Peter's Church of England Primary School

Religious and Non-Religious Worldviews Education Curriculum: Topics, Coverage and Objectives

SPRING TERM 1							
	Nursery Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Question (Topic)	Why is the word 'God' so important to Christians?	<i>Who is Jewish and how do they live?</i>	How should we care for the world and for others, and why does it matter?	How do festivals and worship show what matters to a Muslim?	What does it mean to be Hindu in Britain today?	What does it mean to be a Muslim in Britain today?	Why do Hindus want to be good?
Religious Belief	Christian Unit Christianity	Jewish Unit Judaism	Religious & Non-Religious Worldviews Unit Christianity - Judaism	Muslim Unit Islam	Hindu Unit Hinduism	Muslim Unit Islam	Hindu Unit Hinduism
Big Frieze	CREATION GOD	GOD TORAH GOD'S PEOPLE	THEMATIC	IBADAH	HINDUU DHARMA	IBADAH TAWHID	HINDU DHARMA ATMAN KARMA MOKSHA
Links to Prior Knowledge		<i>Prior Knowledge: Unit 6 exploring stories special for Jewish people</i>	<i>Prior Knowledge: Units 1, 7, 12, 23 and 34, exploring Christian ideas about Creation.</i>	<i>Prior Knowledge: Units 3, 15 and 17 where pupils are introduced to and explore Muslim beliefs about Ibadah</i>	<i>Prior Knowledge: Units 3 and 27 where pupils were introduced to Hindu Dharma and Atman</i>	<i>Prior Knowledge: Units 3,5 and 6 where pupils are introduced to Islam</i>	<i>Prior Knowledge: Unit 3, pupils are introduced to Hindu Dharma, alongside units 27 and 29 that explored understanding of Hindu Dharma, Atman, Karma and Moksha</i>
Links to Future Learning	<i>Future Learning: Units 7, 12, 23, 24, 34 that explore creation/ stewardship Units10, 20 and 31, that explore Christian ideas about God</i>	<i>Future Learning: Units 11 and 12 that Develops Understanding of being part of a Jewish community and Jewish beliefs about creation and stewardship Units 22 and 33 exploring festivals, family and Torah</i>	<i>Future Learning: Unit 24 that develops understanding how Christians, Jews, Muslims and people with non-religious worldviews how people try to make the world a better place</i>	<i>Future Learning: Unit 32 develops understanding of Islamic beliefs of Ibadah and Tawhid in action</i>	<i>Future Learning: Unit 39 that develops understanding of Hindu Dharma, Atman, Karma and Moksh</i>	<i>Future Learning: Units 15,17 and 21 where pupils explore Muslim beliefs about Ibadah and Tawhid in action.</i>	<i>Future Learning:</i>
Learning Taking Place	In this unit, pupils are introduced to some key beliefs for Christians such as creation, stewardship and God.	<i>In this unit, pupils will learn about ways of life, the Torah and key celebrations for Jewish people. Pupils have been introduced to Jewish people in unit 6 and this is their first systematic study of Judaism. This unit lays foundations for work on festivals, family life and Torah in KS2</i>	<i>In this unit, pupils will build on what they know about key texts and practices important to Christian and Jewish people. Pupils will revise their knowledge of Genesis 1 and what this account of creation tells Christian and Jewish people about caring for the world, and think carefully about the different ways in which they might care for people in the world</i>	In this unit, pupils build on work in KS1 on how many Muslims live their lives by identifying some beliefs about God in Islam, expressed in Surah 1. They will also make clear links between beliefs about God and ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam.	This unit develops and extends the learning from Unit 27 and builds on pupils' understanding of Brahman and looks at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Pupils will reflect on the idea of dharma which will sow seeds for examining this concept in more depth in Upper Key Stage 2.	In this unit, pupils extend their learning about Muslim beliefs about God, the Prophet and the Holy Qur'an and find out about Muslim sources of authority and how they guide daily living for believers. Pupils will also spend time finding out about the lived experience of Muslims in Britain today.	Within this unit, pupils will build on their learning about the Hindu worldview and way of life. They will build on their understanding of dharma, investigate the key concepts of Karma, Dharma and samsara and how these might affect how a Hindu chooses to live their life using the example of two charities.
Concepts Progression:		<ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer 	<ul style="list-style-type: none"> Identify a story or text that says something about each person 	<ul style="list-style-type: none"> Identify some beliefs about God in Islam, expressed in Surah 1 	<ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g. home puja) 	<ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. 	<ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha,



St Peter's Church of England Primary School

Religious and Non-Religious Worldviews Education Curriculum: Topics, Coverage and Objectives

		<ul style="list-style-type: none"> Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<p>being unique and valuable</p> <ul style="list-style-type: none"> Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world. 	<ul style="list-style-type: none"> Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God) Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. 	<ul style="list-style-type: none"> Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. 	<p>Tawhid; Muhammad as the Messenger, Qur'an as the message)</p> <ul style="list-style-type: none"> Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Manchester today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views 	<p>using technical terms accurately</p> <ul style="list-style-type: none"> Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.
--	--	---	--	--	---	--	--



St Peter's Church of England Primary School

Religious and Non-Religious Worldviews Education Curriculum: Topics, Coverage and Objectives

SPRING TERM 2							
	Nursery Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Question (Topic)	Why is Easter special to Christians?	What do Christians believe God is like?	Why does Easter matter to Christians?	How do festivals and family life show what matters to Jewish people?	Why do Christians call the day Jesus died 'Good Friday'?	Why is the Torah so important to Jewish people?	What difference does the resurrection make to Christians?
Religious Belief	Christian Unit Christianity	Christian Unit Christianity	Christian Unit Christianity	Jewish Unit Judaism	Christian Unit Christianity	Jewish Unit Judaism	Christian Unit Christianity
Big Frieze	SALVATION	GOD	SALVATION	GOD TORAH GOD'S PEOPLE	SALVATION	TORAH GOD	SALVATION
Links to Prior Knowledge	<i>Prior Knowledge:</i> Units 1 and 2, exploring Christian ideas about God	<i>Prior Knowledge:</i> Unit 1 exploring Christian ideas about God	<i>Prior Knowledge:</i> Units 4, exploring Easter 13 and 14 Christian beliefs about Jesus	<i>Prior Knowledge:</i> Unit 9 where pupils explore Jewish beliefs about God and Jewish ways of life	<i>Prior Knowledge:</i> Units 4 and 16 where pupils explored Christian beliefs about Salvation	<i>Prior Knowledge:</i> Units 9 and 22 where pupils explore Jewish beliefs about God, Jewish ways of life and why the Torah is important to Jewish people.	<i>Prior Knowledge:</i> Unit 4, 16 and 28 that developed understanding of Christian beliefs about Gospel, Incarnation and salvation
Links to Future Learning	<i>Future Learning:</i> Units 16, 28 and 40 that explore Christian beliefs about salvation	<i>Future Learning:</i> Units 20 and 31 that develops understanding of Christian belief about God	<i>Future Learning:</i> Units 28 and 40 that develop Understanding of Christian beliefs about Salvation	<i>Future Learning:</i> Unit 33 develops understanding of why the Torah is important to Jewish people. Units 35 develops understanding of the People of God concept	<i>Future Learning:</i> Unit 40 that develops understanding of Christian beliefs about Salvation.	<i>Future Learning:</i> Thematic units 24 and 30 from Lower KS2 where pupils focus on how Jewish people try to make the world a better place and mark significant life events.	<i>Future Learning:</i> Unit 41 develops understanding of Christian concepts in line with the 'Big Story' of the Bible
Learning Taking Place	In this unit, pupils further develop their understanding of some key beliefs for Christians from units 1 and 2 by finding out about the key events in the Salvation story (from Palm Sunday until Easter Day). They will build on their exploration of signs and symbols from unit 3 by exploring signs and symbols linked to the celebration of Easter and be able to talk about why these are important for believers.	In this unit, pupils will build on their knowledge of Christianity from unit 7 and explore some key parables and stories from the bible that help Christians to learn about the nature of God.	In this unit, pupils will explore the concepts of God, Incarnation, Gospel and Salvation through learning about Holy week. Pupils will learn about how many Christians show their beliefs within celebrations and worship in church at Easter and will consider what the story of Easter means for Christians today.	In this unit, pupils will build on their knowledge about Jewish ways of life, Torah and festivals from KS1. They will recap work on Shabbat and deepen it by considering how different Jews today mark it. They will explore Shabbat, Rosh Hashanah, Yom Kippur, and Pesach to build up their understanding of festivals and ideas of forgiveness, remembering, and freedom.	Within this unit, pupils build on prior knowledge from KS1 and learn about how the Christian Salvation story fits into the big story of the Bible. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.	In this unit, pupils will build on their learning about Jewish ways of life. They will build on their understanding that Jews are a diverse group of people by investigating Census data and reflecting on the different cultural heritages of British Jews.	In this unit, pupils will continue to study the 'big story' of the Bible, explaining the place of incarnation and salvation. Through studying accounts of Jesus' death and resurrection and comparing their thoughts with the different ways that Christians may interpret these texts. They will explore how Christians put their beliefs into practice in different ways.
Concepts Progression:		<ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with 	<ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from 	<ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean 	<ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by 	<ul style="list-style-type: none"> Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and 	<ul style="list-style-type: none"> Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it



St Peter's Church of England Primary School

Religious and Non-Religious Worldviews Education Curriculum: Topics, Coverage and Objectives

		<p>the Christian idea of God as a forgiving Father</p> <ul style="list-style-type: none"> • Give clear, simple accounts of what the story means to Christians • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make 	<p><i>the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</i></p> <ul style="list-style-type: none"> • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 	<ul style="list-style-type: none"> • Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people • Offer informed suggestions about the meaning of the Exodus story for Jews • Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 	<p><i>showing them how to live</i></p> <ul style="list-style-type: none"> • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 	<p>explain how Jewish people interpret them</p> <ul style="list-style-type: none"> • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. 	<ul style="list-style-type: none"> • Explain what Christians mean when they say that Jesus' death was a sacrifice • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/ Lord's Supper • Show how Christians put their beliefs into practice in different ways • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view.
--	--	---	---	--	--	--	--



St Peter's Church of England Primary School

Religious and Non-Religious Worldviews Education Curriculum: Topics, Coverage and Objectives

SUMMER 1							
	Nursery Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Question (Topic)	What places are special and why?	<i>Who is a Muslim and how do they live? Part 1</i>	Who is a Muslim and how do they live? Part 2.	What is the 'Trinity' and why is it important for Christians?	For Christians, when Jesus left, what was the impact of Pentecost?	Christians and how to live: 'What would Jesus do?'	How can following God bring freedom and Justice?
Religious Belief	Religious & Non-Religious Worldviews Islam - Christianity	Muslim Unit Islam	Muslim Unit Islam	Christian Unit Christianity	Christian Unit Christianity	Christian Unit Christianity	Christian Unit Christianity
Big Frieze	THEMATIC	GOD TAWID IBADAH	GOD TAWID IBADAH	INCARNATION GOD	KINGDOM OF GOD	GOSPEL	PEOPLE OF GOD
Links to Prior Knowledge	<i>Prior Knowledge:</i> Units 1, 2 and 4, exploring Christian beliefs	<i>Prior Knowledge:</i> Units 3, 5 and 6 where pupils are introduced to Islam	<i>Prior Knowledge:</i> Units 3, 5, 6 and 15 where pupils are introduced to Islam, G-d, Tawhid and Ibadah	<i>Prior Knowledge:</i> Units 1, 2, 8 and 10 where pupils are introduced to Christian beliefs about Incarnation and God	<i>Prior Knowledge:</i> Units 4 and 16 exploring Easter	<i>Prior Knowledge:</i> Units 13, 14 and 25 where pupils explored Christian beliefs about Gospel	<i>Prior Knowledge:</i> Unit 19 were pupils developed their understanding of the People of God concept
Links to Future Learning	<i>Future Learning:</i> Unit 18 that explores special places	<i>Future Learning:</i> Units 17, 21 and 32 that develops understanding of Muslim beliefs about God Tawhid and Ibadah	<i>Future Learning:</i> Units 21 and 32 that develops understanding of Muslim beliefs about God Tawhid and Ibadah	<i>Future Learning:</i> Units 31 and 38 develops understanding of Christian beliefs about God, and Incarnation	<i>Future Learning:</i> Unit 41 that develops understanding of Christian beliefs about Kingdom of God and sources of wisdom on this	<i>Future Learning:</i> Units 38, 40 and 41 develop understanding of Christian concepts in line with the 'Big Story' of the Bible.	<i>Future Learning:</i> Units 37,38, 40 and 41 that develop understanding of Christian concepts in line with the 'Big Story' of the Bible
Learning Taking Place	This unit builds on learning about Muslims and Christians and focuses on special places. Pupils develop their personal knowledge by reflecting upon places that are special in their own lives and find out about places that are holy and important for many Christians and Muslims.	In this unit, pupils will find out about Islam, key beliefs, and ways of living for many Muslims. Pupils will learn About some of the key Muslim beliefs about God, the teachings of the Prophet, the 5 pillars of Islam and the importance of prayer. Whilst pupils have had the opportunity to explore Islam in previous thematic units, this is their first systematic encounter and will build upon and deepen previous learning.	In this unit, pupils will find out about Islam, key beliefs, and ways of living for many Muslims. Pupils will learn about some of the key Muslim beliefs about God, the teachings of the Prophet, the 5 pillars of Islam and the importance of prayer. The placement of this unit, allows pupils to revise unit 15 and deepen their learning.	In this unit, pupils build on their understanding if the significance of Jesus and God to Christians by exploring what the Trinity is.	In this unit, pupils will build on their understanding of their Easter story from KS1 and find out about the events of Pentecost found in the Bible, considering what it might have meant for the first Christians and what they mean for many Christians today.	In this unit pupils will build on work done in Lower KS2 and learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels spend time discussing how Christian communities today act and how this is based on Jesus' teachings.	In this unit, pupils will find out about the story of the Exodus, make clear connections between Bible texts studied and what many Christians believe about how God can help during difficult times and how they should behave. Pupils will investigate the ten commandments, considering why many Christians believe the People of God were given these and what they mean for believers today.
Concepts Progression:		<ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims identify some of the key Muslim beliefs about God found in the Shahadah and the 	<ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 	<ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean 	<ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth Offer informed suggestions about 	<ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and 	<ul style="list-style-type: none"> Explain connections between biblical texts and the idea of God's covenant with his people, using theological terms. Identify examples of Law texts and suggest



		<p>99 names of Allah, and give a simple description of what some of them mean</p> <ul style="list-style-type: none"> • give examples of how stories about the Prophet show what Muslims believe about Muhammad • give examples of how Muslims use the Shahadah to show what matters to them • give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • give examples of how Muslims put their beliefs about prayer into action • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what I think is good for Muslims about: prayer, respect, celebration and self-control, giving a good reason for my ideas • Give a good reason for my ideas about whether prayer, respect, celebration and self-control have something to say to me too. 	<p>99 names of Allah, and give a simple description of what some of them mean</p> <ul style="list-style-type: none"> • Give examples of how stories about the Prophet show what Muslims believe about Muhammad • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 	<ul style="list-style-type: none"> • Give examples of what these texts mean to some Christians today • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of my own about what Christians believe God is like. 	<p>what the events of Pentecost in Acts 2 might mean</p> <ul style="list-style-type: none"> • Give examples of what Pentecost means to some Christians now • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now • Describe how Christians show their beliefs about the Holy Spirit in worship • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. 	<p>compare their own ideas with ways in which Christians interpret biblical texts</p> <ul style="list-style-type: none"> • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising different points of view. 	<p>how believers might interpret them</p> <ul style="list-style-type: none"> • Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. • Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. • Weigh up how Christian ideas about justice relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.
--	--	---	---	---	--	--	--



St Peter's Church of England Primary School

Religious and Non-Religious Worldviews Education Curriculum: Topics, Coverage and Objectives

SUMMER 2							
	Nursery Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Question (Topic)	What times/stories are special and why?	What does it mean to belong to a faith community?	What makes some places sacred to believers?	How and why do people try to make the world a better place?	How and why do people mark the significant events of life?	What matters most to Humanists and Christians?	<i>Why do some people believe in God and some people not?</i>
Religious Belief	Religious & Non-Religious Worldviews Islam – Christianity - Judaism	Religious & Non-Religious Worldviews Christianity - Judaism	Religious & Non-Religious Worldviews Christianity Islam Judaism	Religious & Non-Religious Worldviews Christianity Islam Judaism	Religious & Non-Religious Worldviews Christianity Islam Judaism	Religious & Non-Religious Worldviews	Religious & Non-Religious Worldviews
Big Frieze	THEMATIC	THEMATIC	THEMATIC	THEMATIC	THEMATIC	THEMATIC	THEMATIC
Links to Prior Knowledge	Prior Knowledge: Personal knowledge explored in unit 3	Prior Knowledge: Unit 3 exploring community and belonging	Prior Knowledge: Units 5 exploring special places	Prior Knowledge: Unit 12 where pupils explore Christian and Jewish ideas about creation and ways of caring for people in the world.	Prior Knowledge: Unit 3 where pupils were introduced to key life events and ceremonies linked to them.	Prior Knowledge: Units 30 where pupils were introduced to key life events and ceremonies linked to them	Prior Knowledge: Units 30, 34 and 36 that developed understanding of non-religious worldview
Links to Future Learning	Future Learning: Unit 13 and 14 that explore Christian stories Units 9 and 33 that explore Jewish stories and the importance of the Torah	Future Learning: Units 30 which explores how people from different communities mark significant events in life	Future Learning: Units 8, 10, 13, 14, 15, 16, 17 which are systematic studies of Christians and Muslims.	Future Learning: Unit 36 develops understanding of actions, values and religious and non-religious worldviews	Future Learning:	Future Learning: Unit 42 where pupils develop their understanding of non-religious worldviews.	Future Learning:
Learning Taking Place	In this unit, pupils further develop their personal knowledge by considering the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer.	<i>In this unit, the pupils will focus on what it means to belong to a faith community. They will build on their knowledge from Foundation Stage units and revisit knowledge from prior systematic units about ways of life for Christian and Jewish people, considering how members of these communities show that they belong.</i>	<i>In this unit, pupils will find out about various places of worship and why they are important to many believers. They will build on prior learning about Christians, Muslims and special places. Pupils will focus on the key features of churches, mosques and synagogues how they support their local communities in practical ways.</i>	In this unit, pupils will build on what they know already about Jewish, Christian, Muslim, and non-religious worldviews. They will consider what motivates many Christians, Jews, Muslims and people with non-religious worldviews to care for the world, basing their knowledge on scripture and teachings.	In this unit, pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people.	In this unit, pupils will think carefully about actions, sources of authority, values, religious and non religious worldviews. They will make links with sources of authority that tell people how to be good and explore the similarities and differences between Christian and Humanist ideas about being good and how people live.	pupils will build on their understanding of the idea of God from some of the systematic units previously studied. They will put this in the context of both global and local beliefs and examine the rising number of people who identify as 'no religion' and learn to use the terms atheist, agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God.
Concepts Progression:		<ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people 	<ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in 	<ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why 	<ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean 	<ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to 	<ul style="list-style-type: none"> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and



St Peter's Church of England Primary School

Religious and Non-Religious Worldviews Education Curriculum: Topics, Coverage and Objectives

		<ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what I think is good about being in a community, for people in faith communities and for themselves, giving a good reason for my ideas. 	<p>worship in two religions and give a simple account of how they are used and something about what they mean</p> <ul style="list-style-type: none"> Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. 	<p>people try to live and make the world a better place</p> <ul style="list-style-type: none"> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. 	<ul style="list-style-type: none"> Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today. 	<p>be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')</p> <ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. 	<p>non-religious people believe about God, saying where they get their ideas from</p> <ul style="list-style-type: none"> Give examples of reasons why people do or do not believe in God Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning.
--	--	---	--	---	--	--	--