

## Reception

### Religion & Worldviews – Belonging

<b>Previous learning to support this unit</b> Can you remember learning to?	<b>How this unit will support future learning. Y1 End Points:</b>
<p><b>PSED</b> - Develop their sense of responsibility and membership of a community.</p> <p><b>PSED</b> - Understand gradually how others might be feeling.</p> <p><b>Understanding the World</b> - Make connections between the features of their family and other families.</p> <p><b>Understanding the World</b> - Begin to make sense of their own life-story and family's history.</p>	<ul style="list-style-type: none"> <li>Recognise that loving others is important in lots of communities.</li> <li>Say simply what Jesus and one other religious leader taught about loving other people.</li> <li>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony and suggest what the actions and symbols mean.</li> <li>Identify at least 2 ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).</li> <li>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</li> <li>Talk about what they think is good about being in a community for people in faith communities and for themselves, giving a good reason for their ideas.</li> </ul>

#### Important Images



Baptism



Adhan (whispering ceremony)



Aqiqah Ceremony



Unique/Different

<b>Key Vocabulary</b> We want you to remember these words	<b>End of Unit End Points</b>
<ul style="list-style-type: none"> <li>Special</li> <li>Belong</li> <li>Jesus</li> <li>Church</li> <li>baptism</li> <li>Welcome</li> <li>Unique/Different</li> <li>Celebrate</li> <li>Love</li> <li>Respect</li> </ul>	<ul style="list-style-type: none"> <li>Retell religious stories, making connections with personal experiences.</li> <li>Share and record occasions when things have happened in their lives that made them feel special.</li> <li>Recall simply what happens at a traditional Christian infant baptism and dedication.</li> <li>Recall simply what happens when a baby is welcomed into a religion other than Christianity</li> </ul>

#### Key knowledge and skills

The 'stuff' we want you to remember

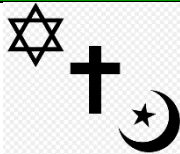




- To give examples of how we show respect to each other.
- To discuss what makes them special.
- To discuss how they are makes feel special from everyday events e.g. a hug from a loved one, special events such as birthday.
- To know that people can belong to different religions.
- To name some religions that they are familiar with e.g. children in their class.
- To explore different religious teachings about loving each other.
- To know that everyone is different and celebrate these differences.
- To explore how Christian's are welcomed into their community by being baptised.
- To how Muslims are welcomed into their community by sharing special meat, cutting baby's hair and whispering Adhan

**Focus question:** Being special, where do we belong?



## Year 1

### Religion & Worldviews – Belonging

Previous learning to support this unit Can you remember learning to?	How this unit will support future learning. LKS2 End Points:			
<b>Reception – Belonging</b> <ul style="list-style-type: none"> <li>Retell religious stories, making connections with personal experiences.</li> <li>Share and record occasions when things have happened in their lives that made them feel special.</li> <li>Recall simply what happens at a traditional Christian infant baptism and dedication.</li> <li>Recall simply what happens when a baby is welcomed into a religion other than Christianity</li> </ul>	<b>Year 3</b> <ul style="list-style-type: none"> <li>Make simple links between the promises in the story of Noah and the promises that Christians make in a wedding ceremony.</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>Identify some beliefs about love, commitment and promises for religious and non-religious people and describe what they mean (Sikh wedding, Humanist wedding)</li> </ul>			
Important Images				
				
Symbols	Jew	Christian	Muslim	Community
Key Vocabulary We want you to remember these words	End of Unit End Points			
<ul style="list-style-type: none"> <li>Belonging</li> <li>Faith</li> <li>Non-faith</li> <li>Symbol</li> <li>Jew</li> <li>Muslim</li> <li>Christian</li> <li>Promises</li> <li>Wedding</li> <li>Community</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that loving others is important in lots of communities.</li> <li>Say simply what Jesus and one other religious leader taught about loving other people.</li> <li>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.</li> <li>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).</li> <li>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</li> <li>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</li> <li>Talk about what they have learned and how their ideas have changed.</li> </ul>			
Key knowledge and skills The 'stuff' we want you to remember				
<ul style="list-style-type: none"> <li>Explore different communities that people belong to e.g. religious, non-religious</li> <li>To express their feelings of belonging and depending on others.</li> <li>To know some symbols of belonging in Christianity and at least one other religion.</li> <li>To discuss the meaning of some symbols of belonging.</li> <li>To explore how religious stories, express that everyone is valuable and to love each other.</li> <li>To know that Christians are welcomed into their faith by being baptised.</li> <li>To compare Christian baptism with at least 2 other welcoming ceremonies e.g. brit bat or zaved habit: Jewish naming ceremony, Aqiqah: Muslim welcoming ceremony or Humanist naming ceremony.</li> <li>To give examples of how people show their love and respect for others.</li> <li>To name religious communities e.g. Muslim, Christian, Jewish and non-religious: Humanist.</li> <li>To compare a Christian and Jewish wedding ceremony.</li> <li>To talk about what is good about belonging to a community (religious or non-religious).</li> <li>To explore how people from different communities (religious and non-religious) can work together.</li> </ul>				
Focus question: Who am I? What does it mean to belong?				



Year 2

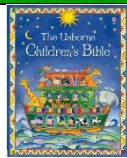
Religion & Worldviews – God

Previous learning to support this unit Can you remember learning to?	How this unit will support future learning. Year 3 End Points:
<p><b>EYFS – Special Stories</b></p> <p>- Recognise some religious vocabulary, e.g. about God</p> <p><b>EYFS – Creation</b></p> <ul style="list-style-type: none"> <li>God is a name and Christians believe it should be respected.</li> <li>Christians believe that God is the creator of the universe</li> </ul> <p><b>Year 1 – Gospel</b></p> <ul style="list-style-type: none"> <li>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Know that a Gospel is a life story or biography of the life and teaching of Jesus.</li> <li>Know that Matthew Chapter 3 tells the story of Jesus’ baptism and the symbols used the voice of God, the water, the dove explains to Christians what the Trinity might mean.</li> <li>Know that Christians can be baptised with water in the name of God the Father, Son and Holy Spirit when they join the Christian church.</li> <li>Understand the significance of water in baptism and know the similarities between Jesus’ baptism and how Christians are baptised today.</li> </ul>

Important Images



The Lost Son



Bible



Prayer



Christian



God

Key Vocabulary We want you to remember these words	End of Unit End Points
<ul style="list-style-type: none"> <li>Parable</li> <li>Christian</li> <li>God</li> <li>Bible</li> <li>Father</li> <li>Welcome</li> <li>Forgiving</li> <li>Loving</li> <li>Prayers</li> <li>Please</li> <li>Thank you</li> <li>Sorry</li> </ul>	<ul style="list-style-type: none"> <li>Identify what a parable is.</li> <li>Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.</li> <li>Give clear, simple accounts of what the story means to Christians.</li> <li>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</li> <li>Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</li> <li>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</li> </ul>

Key knowledge and skills

The 'stuff' we want you to remember

- To understand what it means to forgive someone.
- To know that forgiveness is key to Christianity.
- To explain that a parable is a special story told by Jesus to help people learn or understand ideas.
- To know that Bible stories give Christians ideas on what God is like e.g. forgiving, loving and welcoming.
- To explore the meanings of parables told by Jesus.
- To be able to retell the story of The Lost Son in their own terms and explain its meaning.
- To explain what Christians, believe God is like.
- To give examples of how Christians try to be like God e.g. loving, forgiving and welcoming.

**Focus question:** What do Christians believe God is like?

**Year 3**

**Religion & Worldviews – Creation/Fall**

**Previous learning to support this unit**

Can you remember learning to?

**Year 1 - Creation**

- 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 the creation.
- Think, talk and ask questions about living in an amazing world.

**Year 2 – God**

- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.

**How this unit will support future learning. Year 6 End Points:**

- Outline the importance of Creation on the timeline of the 'big story' of the Bible.
- 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.

**Important Images**



Creation/Fall



Free-will



Earth



Adam & Eve



Serpent

**Key Vocabulary**

We want you to remember these words

- Creation
- Creator
- Genesis
- Relationship
- Temptation
- Free will
- Sin
- Fall
- Earth
- Adam & Eve
- Serpent

**End of Unit End Points**

- 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.
- Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)
- Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.

**Key knowledge and skills**

The 'stuff' we want you to remember

- To know that many cultures and religions have creation stories, but Genesis 1 is unique because it has only one God.
- To make their own interpretations about what Genesis 1 says about God.
- To make their own interpretations about interpret what Genesis 1 says about humans.
- To know that for Christians, Genesis 1 isn't just about the creation of the world but also about the start of the relationship between God and people.
- To know that Christians are guided by God and the Creation story on how to live their lives.
- To think about how Christians take inspiration from the Bible on how to live their lives.
- To give examples of ways that Christians try to look after God's world.
- To explore why nature and humans are important to people who are not Christian and the importance of looking after the world and others.

**Focus question:** What do Christians learn from the Creation Story?



## Year 4

### Religion & Worldviews – Hindu People

Previous learning to support this unit Can you remember learning to?	How this unit will support future learning. KS2 End Points:
<p><b>Reception – Special Stories</b></p> <ul style="list-style-type: none"> <li>Talk about some religious stories</li> </ul> <p><b>Year 3 – Festivals</b></p> <ul style="list-style-type: none"> <li>Identify the main beliefs at the heart of Diwali e.g. Rama and Sita, good overcomes bad, ideas of blessings and good fortune.</li> <li>Ask big questions about the deep meaning of the festivals; does light conquer darkness? Does fasting make you a better person? How?</li> </ul>	<p><b>Year 5 – Community</b></p> <ul style="list-style-type: none"> <li>Identify the religions and beliefs represented locally and regionally, and explain some of their key beliefs</li> <li>Make clear connections between what different people believe and the way they live</li> </ul> <p><b>Year 6 – Worship</b></p> <ul style="list-style-type: none"> <li>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life.</li> </ul>

#### Important Images



Brahman



Vishnu



Shiva



Diwali



Mandir (Leeds)

Key Vocabulary We want you to remember these words	End of Unit End Points
<ul style="list-style-type: none"> <li>Hindu</li> <li>Brahman</li> <li>Vishnu</li> <li>Shiva</li> <li>Trimurti</li> <li>Murtis</li> <li>Puja</li> <li>Arti</li> <li>Bhajans</li> <li>Mandir</li> <li>Diwali</li> <li>Mandir</li> <li>Karma</li> </ul>	<ul style="list-style-type: none"> <li>Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti)</li> <li>Offer informed suggestions about what Hindu murtis express about God</li> <li>Make links between Hindu beliefs and the aims of life (e.g. karma).</li> <li>Describe how Hindus show their faith within their families in Britain today (e.g. home puja).</li> <li>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith.</li> <li>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.</li> <li>Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking.</li> </ul>

#### Key knowledge and skills

The 'stuff' we want you to remember

- To name Hindu deities Brahma, Vishnu, and Shiva.
- To explore what God is like using Hindu deities, Brahma, Vishnu, and Shiva.
- To know that Hindu people believe that death is a necessary part of life.
- To know that some Hindu people believe that all living beings possess a 'spark' of Brahman and this spark is known as 'atman'.
- To know that Hindu people believe that all living beings are sacred and special.
- To give examples on how Hindu people believe we should treat the world and others.
- To name the four aims of life in Hinduism e.g. dharma, artha, kama and moksha.
- To give examples of the ways Hindu people are inspired by the four aims of Hinduism to live their lives.
- To explore the Hindu ideas of karma.
- To give examples of how Hindu people show their faith within their families.
- To know that Hindu people celebrate Diwali and give examples of how they celebrate this festival.
- To discuss the meaning of Diwali for Hindu people.
- To find out about and compare different Hindu celebrations in Britain e.g. Holi, Navaratri/Durga Puja.

**Focus question:** What does it mean to be Hindu in Britain today?



## Year 5

### Religion & Worldviews – Muslim People

#### Previous learning to support this unit

Can you remember learning to?

##### Year 1 – Islam

- Recognise the words of Shahadah and give examples of how Muslims use the Shahadah to show what matters to them.
- Give examples of how Muslims put their beliefs about prayer into action.

##### Year 3 – Festivals

- Identify the main beliefs at the heart of Eid al-fitr e.g. celebrating the end of fasting; self-control and submission to Allah.
- Compare ways in which believers celebrate the shared values, stories, beliefs, hopes and commitments of these festivals.

#### How this unit will support future learning. Year 6 End Points:

- Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholicism)
- Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges; Israel as G-d's Chosen or Favoured people in Judaism).
- Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions.
- Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live.

#### Important Images



Qur'an



Five Pillars



Hajj



Mosque (Leeds)

#### Key Vocabulary

We want you to remember these words

- Allah
- Prophet
- Qur'an
- Five pillars
- Shahadah
- Salat
- Zakat
- Sawm
- Hajj
- Mosque

#### End of Unit End Points

- Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message).
- Describe and explain 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 worship (e.g. Five Pillars, 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/Yorkshire 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 talk about what and how they have learned, and how and why their thinking has changed.

#### Key knowledge and skills

The 'stuff' we want you to remember

- To know there different Muslim groups e.g. Sunni, Shi'a and Sufi.
- To use statistics and research to find out more about our local community of Muslim people.
- To know that Muslim people believe in one God, Allah (idea of tawhid).
- To know that there are 99 names to express the character of God and give some examples.
- To discuss and name 5 Pillars of Islam (Shahadah, Salat, Sawm, Zakat and Hajj).
- To evaluate the value of the Five Pillars for individuals and the Muslim community.
- To investigate how the Five Pillars are practised by Muslim people in Yorkshire/Britain today.
- To know that the Holy Qur'an is the final revealed word of God for Muslim people and it was revealed to the Prophet Muhammad by the Angel Jibril.
- Explore how Muslims put the words of the Qur'an and the words and actions of the Prophet Muhammad into practice, and what difference they make to the lives of Muslims.

**Focus question:** What does it mean for Muslims to follow God?



Year 6

Religion & Worldviews – Pilgrimage

Previous learning to support this unit Can you remember learning to?	How this unit will support future learning. KS3 End Points:
<p><b>Year 1 – Islam</b></p> <ul style="list-style-type: none"> <li>Recognise the words of Shahadah and give examples of how Muslims use the Shahadah to show what matters to them.</li> <li>Give examples of how Muslims put their beliefs about prayer into action.</li> </ul> <p><b>Year 3 – Festivals</b></p> <ul style="list-style-type: none"> <li>Identify the main beliefs at the heart of Eid al-fitr e.g. celebrating the end of fasting; self-control and submission to Allah.</li> <li>Compare ways in which believers celebrate the shared values, stories, beliefs, hopes and commitments of these festivals.</li> </ul>	<ul style="list-style-type: none"> <li>Give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. in different denominations, communities, times or cultures).</li> <li>Show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today.</li> <li>Evaluate personally and impersonally how far the beliefs and practices studied help to make sense of the world.</li> </ul>

Important Images



Hajj



Jerusalem



River Ganges/Varanasi



Golden Temple

Key Vocabulary	End of Unit End Points
We want you to remember these words	
<ul style="list-style-type: none"> <li>Pilgrimage</li> <li>Pilgrim</li> <li>Beliefs</li> <li>Spiritual</li> <li>Repentance</li> <li>Holy</li> <li>Sacred</li> <li>Hajj</li> <li>Jerusalem</li> <li>River Ganges/Varanasi</li> <li>Golden Temple</li> </ul>	<ul style="list-style-type: none"> <li>Identify some of the beliefs that lie behind places and times of pilgrimage in at least two religions (e.g. ummah in Islam; Mary in Roman Catholicism)</li> <li>Explain ways in which stories that lie behind sites of pilgrimage connect with beliefs (e.g. Shiva and the Ganges; Israel as G-d's Chosen or Favoured people in Judaism).</li> <li>Explain the spiritual significance and impact of pilgrimage on pilgrims in at least two religions</li> <li>Compare the similarities and differences between ways in which people undertake pilgrimage and how they affect the way they live.</li> <li>Evaluate and explain the importance of pilgrimage in the world today, giving good reasons for their views</li> <li>Reflect on and articulate lessons that people might gain from the idea and practice of pilgrimage, including their own responses</li> <li>Consider and weigh up the value of e.g. reflection, repentance and remembrance, in the world today, including in their own lives</li> <li>Talk about how and why their thinking has developed through this unit.</li> </ul>

Key knowledge and skills

The 'stuff' we want you to remember

- To explore the meaning of spiritual significance and how this can be different for each individual.
- To know that some places have spiritual significance for people.
- To describe what may happen at a place of pilgrimage.
- To discuss the actions completed on a pilgrimage and know that these are significant for believers.
- To give examples of the possible impact on peoples lives after completing a pilgrimage.
- Use prior learning and knowledge of religions/beliefs studied, consider spiritual significance of Hajj for Muslims, Jerusalem for Jews, River Ganges and Varanasi for Hindus or the Golden Temple for Sikhs.
- Compare ways in which people undertake pilgrimage and its' impact for at least 2 different religions.
- Consider the significance of times of reflection, repentance, journey and remembrance. Talk about ways in which these are (or are not) present in the life of pupils and of other people who don't hold religious beliefs.

**Focus question:** Why is Pilgrimage important to some religious believers?