





Reception

Religion & Worldviews – Special Places

Previous learning to support this unit Can you remember learning to?	How this unit will support future learning. Year 1 End Points:
Reception - Belonging <ul style="list-style-type: none"> 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 they think is good about being in a community for people in faith communities and for themselves, giving a good reason for their ideas. Reception – Special Stories <ul style="list-style-type: none"> recognise some religious vocabulary, e.g. about God 	<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. 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 they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.
Important Images	
 Church	 mosque
 gurdwara	 synagogue
Key Vocabulary	End of Unit End Points
<p>We want you to remember these words</p> <ul style="list-style-type: none"> special place value worship church mosque gurdwara synagogue/temple prayer Christian Muslim Jewish Sikh 	<ul style="list-style-type: none"> talk about somewhere that is special to themselves, saying why recognise that some religious people have places which have special meaning for them talk about the things that are special and valued in a place of worship identify some significant features of sacred places recognise a place of worship get to know and use appropriate words to talk about their thoughts and feelings when visiting a church express a personal response to the natural world.
Key knowledge and skills The 'stuff' we want you to remember	
<ul style="list-style-type: none"> To give examples of places that are special to me and give reasons why. To explore different places that are special to other people, including religious places of worship. To discuss what makes places special to people and why they visit those places. To name at least 2 religious places that are special to people e.g. church, mosque, gurdwara Find out what happens in religious places. Give examples of what happens in religious places. Explore why people visit special places – religious and non-religious. Explore how visiting special places can make people feel. 	
Focus question: Which places are special and why?	

Year 1

Religion & Worldviews – Muslim People

Previous learning to support this unit Can you remember learning to?	How this unit will support future learning. UKS2 End Points:
Year 1 - Belonging <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. Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. 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 they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. 	Year 5 – Muslim People <ul style="list-style-type: none"> 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.

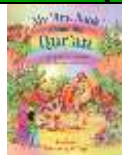
Important Images



Muslim



Islam



Qur'an



Five Pillars of Islam



99 Names of Allah

Key Vocabulary We want you to remember these words	End of Unit End Points
<ul style="list-style-type: none"> Muslim Islam Qur'an Shahadah Five Pillars Mosque Prophet Allah 	<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 99 names, and give a simple description of what some of them mean 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.

Key knowledge and skills

The 'stuff' we want you to remember

- To know Muslims believe in Allah as the one true God.
- To know the Qur'an is a holy book for Muslims.
- To find out how, why and where Muslims read the Qur'an.
- To know the special ways Muslims treat the Qur'an and give examples why they do this.
- To explore how the Shahadah is the most important belief for Muslims and how it is used in different ways.
- To know that to be a Muslim is to submit willingly to God – to allow Allah to guide them through life.
- To know that Muslims use 99 Names for God to help them understand Allah better.
- Explore some of the names for God and what they mean.
- To understand that stories of the Prophet are very important to Muslims and these stories often teach Muslims an inspiring lesson.
- To know there are five pillars of Islam and explore the meaning of each one.
- To know that Muslims pray 5 times a day and know the special ways Muslims pray.
- To explore why prayer is important to Muslims and the difference it makes to how they live every day.
- To give examples of how they way Muslims live can be a good example to other people.

Focus question: Who is a Muslim and what do they believe?

Year 2

Religion & Worldviews – Places of Worship

Previous learning to support this unit

Can you remember learning to?

Reception – Special Places

- talk about somewhere that is special to themselves, saying why
- recognise that some religious people have places which have special meaning for them
- talk about the things that are special and valued in a place of worship
- identify some significant features of sacred places
- recognise a place of worship
- get to know and use appropriate words to talk about their thoughts and feelings when visiting a church
- express a personal response to the natural world.

How this unit will support future learning. LKS2 End Points:

Year 5 – Community

- Identify the religions and beliefs represented locally and regionally, and explain some of their key beliefs
- Describe examples of how different communities deal with diversity and interfaith issues.
- Make clear connections between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc.)
- Reflect on and articulate lessons people might gain from the experience of living in communities of diverse beliefs and practices, including their own responses
- Talk about how and why people think differently about diversity and interfaith, giving good reasons for their own views

Important Images



Worship



religion



church



mosque



synagogue

Key Vocabulary

We want you to remember these words

- Worship
- Sacred
- Holy
- Religion
- Beliefs
- Symbols
- Mosque
- Church
- Synagogue

End of Unit End Points

- 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 worship in two religions and give a simple account of how they are used and something about what they mean
- 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
- Talk about what they have learned and what has helped them to learn.

Key knowledge and skills

The 'stuff' we want you to remember

- To know the meaning of holy and sacred.
- To give examples of what makes some places holy or sacred to some people.
- To know that some buildings are holy/sacred to some people and give examples of why.
- To know some special objects that will be found in holy buildings.
- To understand the importance of showing respect for other people's precious or sacred belongings.
- To give examples of the main features of worship in Christianity and at least one other religion.
- To give examples of how places of worship are used in different religions.
- To explore why it is important for religious people to visit places of worship.
- Compare the similarities and differences between places of worship and how they are used.
- To explore the meanings of signs, symbols, artefacts and actions, and how they are used by believers.
- To know that religious believers sometimes use music to help them in worship.
- To explore the significance and impact that places of worship have on communities.

Focus question: What makes some places sacred to believers?

Year 3

Religion & Worldviews – Gospel

Previous learning to support this unit Can you remember learning to?	How this unit will support future learning. Year 4 End Points:
Year 1 – Gospel <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with a 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, exploring different ideas 	Year 5 – Incarnation <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. 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 that Jesus is 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.

Important Images



Bible/Gospel



Fishers of Men



Disciples



Ten Lepers



Clergy

Key Vocabulary

We want you to remember these words

- Bible
- Gospel
- Disciples
- Leper
- Bible
- Christian
- Clergy
- Love

End of Unit End Points

Year 3 – Gospel

- 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'.
- Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.
- Make simple links between Bible texts and the concept of 'Gospel' (good news).
- Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.
- Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.

Key knowledge and skills

The 'stuff' we want you to remember

- To know that Gospel means to bring good news.
- To know that the gospels tell the story of the life and teachings of Jesus.
- To know the gospels are a kind of biography, and the writers made choices about what to include – they don't tell everything Jesus ever said and did.
- To explore the meanings behind Bible stories about Jesus.
- To make clear links between Jesus being a fisher of men for the disciples and understand that Christians today try to follow Jesus and be 'fishers of people'.
- To explore the sacrifices that the disciples made to follow Jesus and how this may have felt.
- To know the responsibilities that the disciples gained and what this looks like for Christians today.
- To give examples of what the gospels tell us about the world Jesus wanted.
- To explore how Christians are making the kind of world that Jesus wanted e.g. events at churches, services in the community, Christian charities etc.
- To explore my own worldview on the kind of world I want to live in.
- Compare my worldview with the message that Jesus spread.

Focus question: What kind of world did Jesus want?

Year 4

Religion & Worldviews – Kingdom of God

Previous learning to support this unit

Can you remember learning to?

Year 4 – Salvation

- Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.
- Give examples of what the texts studied mean to some Christians.
- Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.
- Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.
- Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.

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

- Explain connections between biblical texts and the concept of the Kingdom of God.
- Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.
- Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.
- Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.

Important Images



Pentecost Holy Spirit



Kingdom of God



Key Vocabulary

We want you to remember these words

- Pentecost
- Kingdom of God
- Acts 2
- Holy Spirit

End of Unit End Points

- Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.
- Offer suggestions about what the description of Pentecost in Acts 2 might mean.
- Give examples of what Pentecost means to some Christians now. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.
- Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.

Key knowledge and skills

The 'stuff' we want you to remember

- Explore the meaning of Kingdom of God to Christians.
- To make connections between previous learning on Salvation to the day of Pentecost.
- To know the main events in the story of Pentecost.
- To explore the emotions related to the six key moments in the Day of the Pentecost.
- To know that Christians believe that Jesus saved the human race with love, by bringing a new 'kingdom' where God rules in peoples lives.
- To explore the ways the Holy Spirit is represented in Acts 2.
- To retell the story of Pentecost.
- Respond to a range of artwork based on the Pentecost with a range of questions, comments and labels.
- To understand that not all people viewed the events in the story of Pentecost in the same way. Compare these events and give reasons for the differences.
- Use Acts 2:41–47, to find out what the new followers of Jesus were told to do, what they did and how this made them feel.
- To know that since Pentecost, Christians have been trying to make the world look more like the Kingdom of God and explore why this is a good thing for Christians.
- Use the Lords Prayer to find clues that give Christians an insight on what the Kingdom of God should be like.
- To give examples of why Pentecost is so important to Christians.

Focus question: When Jesus left, what was the impact of Pentecost?

Year 5

Religion & Worldviews – God

Previous learning to support this unit Can you remember learning to?	How this unit will support future learning. Year 6 End Points:
<ul style="list-style-type: none"> Retell the story of Noah Genesis 1:-2.3 & Genesis 6. Make clear links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school. Make links between the story of Noah and how we live in the wider world. 	<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 awareness of different interpretations. Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.

Important Images



God



Eternal



Coventry Cathedral



Key Vocabulary We want you to remember these words	End of Unit End Points
<ul style="list-style-type: none"> Biblical Text Theology God Worship Omnipotent (all powerful) Omniscient (all knowing) Spirit Eternal 	<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 churches 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 their own.

Key knowledge and skills





The 'stuff' we want you to remember

- To know that Christians see God as loving as well as holy.
- To explore a range of sources to research people's experience of and response to God.
- Compare people's beliefs about God.
- To use theological terms to describe God according to Christians
- To give examples of how Christians respond to the idea of God as omnipotent, eternal and omniscient.
- To explore how the architecture of churches/cathedrals show what Christians believe about God.
- To explore how Christian worship impacts people who engage in it.
- To give examples of how Christian worship helps them feel closer to God and know Him better.
- To explore why it is important for God to not only holy but also loving.
- To compare Christian and Humanist worldviews and reflect on the advantages of both approaches.
- To reflect on my own worldviews for living e.g. My Ten Commandments.

Focus question: What does it mean (for Christians) if God is holy and loving?

Year 6

Religion & Worldviews – Worship

Previous learning to support this unit Can you remember learning to?		How this unit will support future learning. KS3 End Points:	
Year 2 – Places of Worship <ul style="list-style-type: none">Recognise that there are special places where people go to worship, and talk about what people do thereIdentify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they meanIdentify 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 believeGive simple examples of how people worship at a church, mosque or synagogueTalk 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 ideasTalk about what makes some places special to people, and what the difference is between religious and non-religious special places		<ul style="list-style-type: none">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 culturesEvaluate personally and impersonally how far the beliefs and practices studied help to make sense of the worldShow awareness of different methods of interpretation and explain how appropriate different interpretations of texts/sources of authority are, including their own ideasAccount for how and why their thinking has/has not changed as a result of their studies	
Important Images			
			
Afterlife	Resurrection	Judgement	Karma
Key Vocabulary We want you to remember these words		End of Unit End Points	
<ul style="list-style-type: none">TraditionsSufferingBereavementResurrectionJudgementHeavenKarmaReincarnationAfterlife		<ul style="list-style-type: none">Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in lifeIdentify beliefs about life after death in at least two religious' traditions, comparing and explaining for similarities and differences.Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)Use evidence and examples to show how beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives.Reflect on a range of artistic expressions of afterlife, articulating and explaining different ways of understanding theseConsider and weigh up how religion might help people in good and bad times, giving good reasons for their ideas and insightsTalk about what they have learned, how their thinking may have changed and why.	
Key knowledge and skills The 'stuff' we want you to remember			
<ul style="list-style-type: none">To explore how different religions and worldviews use the symbolism of light and dark to mark the good times and hard times in life.To explore the topic of death and afterlife by raising questions and responding to others' worldviews sensitively.To understand that some 'big questions' in life do not have easy answers and people offer different answers to some of these questions about life, death and suffering etc.To know that some people might thank God in good times and believe that living a life of gratitude can lead to happier times, whether religious or non-religious.Give examples of how religions help people live, even when times are tough.To know that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved.To know that some people believe that death is the end of life and there is no afterlife.Compare 2 religious' teachings about afterlife.Look at a range of sources to research religious and non-religious beliefs about life after death.Consider how important the role of religion is, in a country where religious belief is declining, but in a world where religious belief is growing.			
Focus question: How do religions help people live through good times and bad times?			



“Every child is a unique child of God.”

WHINMOOR



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