



# Religion and worldviews

Progression of skills and knowledge by unit

Standard

# Introduction

This document shows the knowledge and skills covered in the Kapow Primary Religion and worldviews scheme of work and which units they are covered in. It accompanies the [Religion and worldviews: Progression of knowledge and skills](#) document which outlines our Religion and worldviews curriculum.

The key knowledge and skills covered in each unit can also be found on the Kapow Primary website on each unit hub and the links in the top row will direct you to these pages.

This document is regularly updated to reflect changes to our scheme. This version was created on 25.06.24 and the most up to date version can always be found [here](#).

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**Grammar note:** God can be used as a common noun or a proper noun, which means it is written as 'god' in some cases and 'God' in others.

When referring to a specific, singular deity it is a proper noun, or name, therefore a capital is used, e.g. 'Many Christian people believe God created the world' or 'Brahma is a name used for God in the Hindu tradition.'

When referencing god more generally, or referring to more than one god, a lowercase g is used, e.g. 'People have different beliefs about gods' or 'Some religions have a god or gods as a focus for worship and prayer.'

If you are unsure, it can help to imagine replacing the word god with a person's name; if the name would make sense in the sentence, it is being used as a proper noun and should therefore be capitalised.

# Different types of knowledge in R&W

## Substantive knowledge

This strand consists of three elements: Conceptual knowledge, Worldview-related knowledge and Skills.

The Conceptual knowledge statements show how pupils' knowledge builds in their understanding of: Beliefs, practices, wisdom and morality, community and belonging across all religions and worldviews. The worldview-related knowledge statements show the knowledge covered within the units, that is relevant to a specific religion or worldview. Pupils will then be able to apply this component knowledge to perform the skills.

Conceptual knowledge must be retained for pupils to be able to progress through the scheme, as they will be expected to develop their understanding of abstract concepts, building on what has gone before.

Worldview-related knowledge enables pupils to develop their conceptual knowledge through specific examples, but does not usually need to be retained by all pupils for them to be able to make progress in R&W.

## Disciplinary knowledge

This document also shows some of the different methods and processes that are used by pupils to enable them to make sense of religion. An explanation of the different types of knowledge in RE can be found in the [Long-term plan](#).

## Personal knowledge

This strand enables children to think about their own positionality, their perspective and how it might influence their learning, and to consider their own worldview personally and in relation to others. Further explanation of personal knowledge and how it interacts with substantive and disciplinary knowledge can be found in the [Long-term plan](#).

Year 1		<u>Respectful R&amp;W</u>	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for others?</u>
To know that to believe is when we accept something is true, especially when we do so without proof.	<b>Substantive knowledge - Beliefs</b>	✓						
To know that some people believe God exists as a powerful, non-human being.			✓	✓				
To know that in some religions, followers believe in one supreme being or God who is loving.			✓	✓	✓			
To know that people have different ways of understanding God on Earth (incarnation).				✓	✓			
To know that some people believe that humans have a special relationship with God.					✓	✓	✓	✓
To know that there are different names for God.			✓	✓	✓			
To know that there are different ways to refer to and represent God.				✓	✓			
To know that people have different ideas about the role of God.				✓	✓			

Year 1		<u>Respectful R&amp;W</u>	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for others?</u>
To know that some religious people use art, objects and special times to represent and remember incarnation of God (of the presence of God on Earth).	Substantive knowledge - Practices			✓				
To know that many people have special ceremonies when babies are born.						✓		
To know that many people give money, time or donations to charity as a way of showing that caring for others is important.								✓
To know that some spoken and written words are important to people.	Substantive knowledge - Wisdom and morality		✓					
To know that creation stories provide people with possible answers as to why we are here.			✓			✓		
To know that followers often read religious stories.			✓			✓		✓
To know that some religious and non religious stories may guide people to care for animals and the planet.						✓		
To know that religious teachings often encourage gratitude for what God created (eg. others and the planet) and a responsibility to look after it.						✓		
To know that some stories may guide people to care for others.								✓
To know that the way people treat animals and nature reflects their worldview.							✓	

Year 1		<u>Respectful R&amp;W</u>	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for others?</u>
To know that religious (and non-religious) groups often provide support and care to their local and worldwide communities.	<b>Substantive knowledge - Community and belonging</b>							✓
To know that people with similar worldviews often work together to care for the world and for others.						✓		✓
To know that some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community.							✓	
To know that religious baby welcoming ceremonies often include symbols and actions to show the baby's relationship with God.							✓	
Commenting on similarities and differences between religions and worldviews.	<b>Substantive knowledge- skills</b>		✓	✓	✓	✓	✓	✓
Commenting on similarities and differences within religions and worldviews.					✓	✓	✓	✓
Enjoying seeing diversity in images and videos used.			✓	✓	✓	✓	✓	✓
Making links between religious and non-religious beliefs and practices.						✓	✓	✓
Talking about their own experiences in relation to their learning.		✓		✓		✓	✓	✓
Respectfully sharing opinions about what is important to them and what is important to others.		✓	✓	✓	✓	✓	✓	✓
Listening to others' ideas and comparing them to their own.		✓	✓	✓	✓	✓	✓	✓
Beginning to use correct vocabulary when talking about their learning.		✓	✓	✓	✓	✓	✓	✓

Year 1		<u>Respectful R&amp;W</u>	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for others?</u>
Exploring stories or scriptures.	Disciplinary knowledge		✓	✓	✓	✓		✓
Debating and discussing.		✓	✓	✓	✓	✓	✓	✓
Interpreting art.				✓				
Looking at artefacts.				✓				
Dramatising, role-play or dancing.							✓	
Looking at photographs and images.				✓			✓	✓
Interviewing others.								
Experiencing.						✓	✓	
Using first-hand accounts.							✓	✓
Talking about simple ideas and things that puzzle them about belief in God.	Personal knowledge	✓	✓	✓	✓			
Using art to show their ideas about identity and belonging.					✓			
Sharing opinions respectfully about what is important to them and what is important to others.		✓	✓	✓	✓	✓	✓	✓
Expressing their own ideas and opinions based on personal experience and the beliefs of family members.		✓	✓	✓	✓	✓	✓	✓
Using various art forms to express their ideas.				✓	✓	✓		
Asking their own questions about the world around them.				✓		✓		

Year 1	To know that some people who follow the <b>Jewish</b> worldview:	To know that some people who follow the <b>Christian</b> worldview:	To know that some people who follow the <b>Muslim</b> worldview:	To know that some people who follow the <b>Hindu</b> worldview:	To know that some people who follow the <b>Jain</b> worldview:
Worldview - related knowledge from the units	<ul style="list-style-type: none"> <li>Believe in one God.</li> <li>Believe that God created the world and the first people.</li> <li>Believe that God made humans stewards over nature.</li> <li>Believe that God has a special relationship with the Jewish people.</li> <li>Give to charity (tzedakah) as a way of expressing their beliefs.</li> <li>Celebrate Tu BiShvat as an expression of the importance of nature and to show gratitude for it.</li> <li>Understand the Torah to contain the 'word of God'.</li> <li>Believe that the Genesis creation story explains how the Earth and humans were created.</li> <li>Read the Torah to help them to understand God and for advice to help them live a good life.</li> </ul>	<ul style="list-style-type: none"> <li>Believe in the existence of one God.</li> <li>Believe that Jesus is the son of God and that God is present on Earth.</li> <li>Believe that God created the world and the first people.</li> <li>Believe that God made humans stewards over nature.</li> <li>Believe that God wants to have a relationship with humans.</li> <li>Believe that all people are children of God and therefore equal.</li> <li>Believe that God performed miracles through Jesus.</li> <li>Celebrate the birth of Jesus at Christmas by attending church services, giving gifts and retelling the nativity of Jesus.</li> <li>Give to charity as a way of expressing their beliefs.</li> <li>Believe that the Genesis creation story explains how the Earth and humans were created.</li> <li>Read stories from the Christian Bible to help them understand God and for advice about how to live a good life.</li> <li>Understand the Christian Bible to be the 'word of God'.</li> <li>Believe it is important to help others in their community who are different to themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Believe in one God.</li> <li>Believe that God created the world and the first people.</li> <li>Believe that God made humans stewards over nature.</li> <li>Believe that God is the creator of all things.</li> <li>Believe that God is all-powerful and all-knowing.</li> <li>Give to charity (Zakah) as a way of expressing their beliefs.</li> <li>Perform adhan and 'aqiqah when a baby is born.</li> <li>Use 99 names to describe Allah (God).</li> <li>Understand the Qur'an to be the 'word of God'.</li> <li>Read the Qur'an and stories about the Prophet Muhammad to help them understand God and for advice on how to live a good life.</li> <li>Give to charity as one of the five pillars.</li> <li>Share food and money with their community as part of 'aqiqah when a new baby is born.</li> <li>Give to charity as the third pillar of Islam to support others in the Muslim community.</li> </ul>	<ul style="list-style-type: none"> <li>Believe in the existence of one God.</li> <li>Believe God created the world and everything in it and this is part of a cycle of many universes that will be created.</li> <li>Believe that God has many forms which help them understand God.</li> <li>Believe that God is in all living things.</li> <li>Perform jatakama when a new baby is born.</li> <li>Use murti (forms) to represent some of the different forms of God.</li> <li>Follow the principle of ahimsa (harmlessness) as a way of life.</li> <li>Read many sacred texts including the Riga Veda which contains one of many creation stories to help them understand God.</li> </ul>	<ul style="list-style-type: none"> <li>Believe all living things to contain souls and should therefore be valued and respected.</li> <li>Follow ahimsa (harmlessness) as their main principle.</li> </ul>
			<p>To know that some people who follow the <b>Humanist</b> worldview:</p>		
			<ul style="list-style-type: none"> <li>Have a naming ceremony when a new baby is born.</li> </ul> <p>To know that some people who follow the <b>Zoroastrian</b> worldview:</p>		
			<ul style="list-style-type: none"> <li>Believe in the concept of a spiritual entity called Ahura Mazda – Lord of Wisdom to help them distinguish right and wrong and to make their own choices.</li> <li>Believe that God created the universe.</li> <li>Believe God to be fighting the battle between good and evil.</li> </ul>		
<p>To know that some people who follow the <b>Sikh</b> worldview:</p>	<p>To know that some people who follow the <b>Bahá'í</b> worldview:</p>				
<ul style="list-style-type: none"> <li>Believe in one God who is all-important and that the religion you follow does not matter</li> <li>Believe in one God, known by many names, who created the world.</li> <li>Believe that God can be experienced personally but not be understood.</li> <li>Believe that committing to trying to love God and do what he wants are more important than ceremonies, rituals and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Believe that all religions are ways to understand and describe the same God.</li> <li>Believe that there is one God.</li> </ul>				



Year 2		<u>Respectful R&amp;W</u>	<u>Why do we need to give thanks?</u>	<u>What do candles mean to people?</u>	<u>How do we know some people have a special connection to God?</u>	<u>What is a prophet?</u>	<u>How do some people talk to God?</u>	<u>Where do some people talk to God?</u>
To know that some people believe God performed miracles in the past.	<b>Substantive knowledge - Beliefs</b>		✓	✓	✓			
To know that some people believe there are people who are chosen for a special purpose by God.					✓	✓		
To know that a prophet is someone who talks about God's plan or will.						✓		
To know that some people believe that God has made a promise between himself and his people.				✓		✓		
To know that prayer means communicating with God.			✓				✓	✓
To know there are some festivals which are celebrated by religious and non-religious people.	<b>Substantive knowledge - Practices</b>		✓	✓				
To know festivals usually celebrate a special or miraculous event from the past.			✓	✓				
To know that festivals often use light symbolically as part of celebrations.				✓				
To know worship means to honour and adore.			✓					
To know there are some objects that are special to followers of religious traditions.			✓	✓			✓	✓
To know that one reason religious followers worship is to show gratitude, say 'thank you', to God.			✓			✓		

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To know that a festival is celebrated by many people and happens regularly.	<b>Substantive knowledge - Practices</b>		✓	✓				
To know that practices associated with festivals have special meanings.				✓				
To know that people from the same faith may celebrate a festival differently.				✓				
To know that people pray in different ways in different places.			✓				✓	✓
To know that objects, words and actions can represent an idea of belief.			✓	✓			✓	✓
To know that when some people talk to God they might use their body to show respect.			✓				✓	
To know that some people talk to God in different ways and for different reasons.							✓	✓
To know that books and stories can have different meaning to different people.	<b>Substantive knowledge - Wisdom and morality</b>					✓	✓	
To know that religious stories can help us to understand religious beliefs.			✓		✓	✓		
To know that stories from long ago can be applied to modern life.			✓				✓	
To know that wisdom means knowledge that comes from experience.							✓	
To know that guidance means advice, informance or rules given by someone in authority.							✓	

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To know that values are what people see as important in life.	<b>Substantive knowledge - Wisdom and morality</b>						✓	✓	
To know that prophets and gurus are considered to share God's wisdom and guidance having had it revealed to them by God.						✓			
To know that religions have forms of guidance or rules (commandments) and believers will follow these in different ways.							✓		
To know that many festivals are often celebrated as a community.	<b>Substantive knowledge - Community and belonging</b>		✓	✓					
To know that some people find praying or worshipping as part of a community helpful.								✓	
To know that members of the same community may have similar or different ways of life.					✓		✓	✓	
To know that many religious groups have special buildings which may have features linked to beliefs and practices.								✓	
To know that offerings used to express gratitude may be used to help a person's local or national community.				✓					
To know that within a community people have different values, ideas and beliefs.								✓	✓

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Exploring similarities and differences between religions and worldviews.	<b>Substantive knowledge - skills</b>		✓	✓	✓	✓	✓	✓	
Exploring similarities and differences within religions and worldviews.			✓	✓			✓	✓	
Commenting on examples of diverse people and groups cooperating.							✓	✓	
Making links between religious and non-religious beliefs, practices and symbols.				✓	✓			✓	
Commenting on links with prior learning when encountering new content.		✓	✓	✓	✓	✓	✓	✓	
Responding sensitively to people whose experiences are different to theirs.		✓	✓	✓			✓	✓	
Commenting respectfully on things that they notice which may be surprising or different.				✓	✓	✓	✓	✓	✓
Showing respect when looking at evidence about other people's ideas and beliefs.				✓	✓	✓	✓	✓	✓
Using correct vocabulary when talking and beginning to use in written work.				✓	✓	✓	✓	✓	✓

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Exploring stories or scriptures.	Disciplinary knowledge		✓	✓	✓	✓		
Looking at artefacts.			✓	✓			✓	✓
Debating and discussing.		✓		✓	✓	✓		
Interpreting art.				✓		✓		✓
Listening to music.			✓	✓				
Using first-hand accounts.				✓		✓	✓	
Using video or audio footage.			✓	✓		✓	✓	✓
Using surveys.			✓					✓
Dramatising role-play or dancing.						✓	✓	

Year 2		<u>Respectful R&amp;W</u>	<u>Why do we need to give thanks?</u>	<u>What do candles mean to people?</u>	<u>How do we know some people have a special connection to God?</u>	<u>What is a prophet?</u>	<u>How do some people talk to God?</u>	<u>Where do some people talk to God?</u>
Asking questions about what puzzles them about religious and non religious stories and texts they have read.	Personal knowledge	✓	✓	✓	✓	✓		
Expressing creatively their own ideas about the questions: Who am I? Where do I belong?								✓
Understanding that others may have different ideas from their own and responding respectfully.		✓		✓	✓	✓	✓	✓
Expressing their own ideas and opinions, including considering worldviews studied.		✓	✓	✓	✓	✓	✓	✓
Explaining how they have expressed their ideas through art.				✓	✓			✓
Asking thoughtful questions relating to their learning.		✓	✓	✓	✓	✓	✓	✓
Explaining why they feel something is right or wrong and comparing their ideas to others.				✓				

Year 2	To know that some people who follow the <b>Jewish</b> worldview:	To know that some people who follow the <b>Christian</b> worldview:	To know that some people who follow the <b>Muslim</b> worldview:	To know that some people who follow the <b>Hindu</b> worldview:	To know that some people who follow the <b>Sikh</b> worldview:
<b>Worldview - related knowledge from the units</b>	<ul style="list-style-type: none"> <li>Believe the stories of Abraham, Noah and Moses show God's promises.</li> <li>Believe one of God's miracles to be the lasting oil in the temple (Hanukkah).</li> <li>Believe Jesus was a Jewish leader and teacher.</li> <li>Celebrate Hanukkah by listening to stories, lighting a menorah, eating special food and playing dreidel.</li> <li>Use tefillin to help remind them of God's word.</li> <li>Believe God communicated with humans through the Torah.</li> <li>Believe that the mitzvot were given to Moses by God.</li> <li>Try to live according to God's mitzvot (commandments).</li> <li>Help others in their community as part of following mitzvot.</li> <li>Celebrate Hanukkah with others from the Jewish community.</li> <li>Visit a synagogue to worship and pray with members of their community.</li> </ul>	<ul style="list-style-type: none"> <li>Believe God to be good and generous in providing for humans.</li> <li>Believe Jesus' birth to be one of God's miracles.</li> <li>Believe that aspects of the nativity story show that Jesus was special.</li> <li>Believe that many prophets told of Jesus' birth before it happened.</li> <li>Believe Noah, Moses and Jonah were prophets (of many others).</li> <li>Use candles to represent Jesus as light of the world.</li> <li>Celebrate Harvest as a special time to thank God for providing food, often donating food to others at this time.</li> <li>Use candles to celebrate advent and symbolise key concepts and people related to Christmas.</li> <li>Celebrate Christmas in ways that remind them of Jesus' birth (crib scene, star, angels, Christingle).</li> <li>Believe that God communicated his will through many prophets and that these messages can be applied to their lives today.</li> <li>Use offerings given at Harvest to help others in their local community.</li> <li>Visit a church to worship and pray with members of their community.</li> </ul>	<ul style="list-style-type: none"> <li>Believe that they can communicate with God through prayer.</li> <li>Believe Muhammad was specially chosen and the last prophet.</li> <li>Believe there were other prophets, including Jesus, Abraham, Moses and Noah.</li> <li>Carry out Wudu before prayer.</li> <li>Use special positions and actions during prayer called rakat.</li> <li>Visit the mosque and find some of the features help them to pray.</li> <li>Say 'peace be upon him' when talking about Muhammad and other prophets to show respect.</li> <li>Do not use images of God or Muhammad as a sign of respect.</li> <li>Try to follow the five pillars of Islam as living 'belief in action'.</li> <li>Believe in harmlessness (ahimsa).</li> <li>Visit the mosque to worship and pray with members of their community.</li> </ul>	<ul style="list-style-type: none"> <li>Believe that they can communicate with God through prayer.</li> <li>Celebrate Diwali by listening to stories, wearing their finest clothes, illuminating their homes, worshipping, and having family feasts.</li> <li>Often worship individually.</li> <li>Worship through puja in their home or in a mandir, with rituals including a bell, lighting incense, prayers, offerings to murtis and lamp lighting.</li> <li>Visit a mandir and find that some of the features help them to pray.</li> <li>Read Smiriti (remembered truths) which contain important Hindu stories.</li> <li>Believe the stories in the smriti to be remembered by humans.</li> <li>Visit the mandir to worship and pray with members of their community.</li> <li>Celebrate Diwali with others from the Hindu community.</li> </ul>	<ul style="list-style-type: none"> <li>Believe there is a God and Guru Nanak revealed the truth about God.</li> <li>Believe Gurus to be inspired by God and some may have been specially chosen at birth.</li> <li>Visit a gurdwara and some of the features help them to pray.</li> </ul> <div data-bbox="1818 603 2201 730" style="background-color: #f8d7da; padding: 5px; text-align: center;"> <b>To know that some people who follow the <b>Alevi</b> worldview:</b> </div> <ul style="list-style-type: none"> <li>Believe that they can communicate with God through prayer.</li> <li>Visit a cemevi and find some of the features help them to pray.</li> </ul>

Year 3		<u>Respectful R&amp;W</u>	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	<u>Are scriptures central to religion?</u>	<u>What happens if we do wrong?</u>	<u>Why is water symbolic?</u>	<u>Why is fire used ceremonially?</u>
To know that there are organised and personal worldviews and religious beliefs fit into both of these.	<b>Substantive knowledge - Beliefs</b>	✓						
To know that soul means a person's spiritual and emotional sense of identity.			✓					
To know that some people believe all living things have a soul and that it is immortal.			✓				✓	
To know that spirituality is connection with inner self, immaterial things and belief of something beyond oneself.			✓					
To know that some people believe spirituality and soul to be unique to humans.			✓					
To know that some people believe connection with God to be a spiritual experience.			✓			✓		
To know that actions have consequences and that people think differently about what these are.							✓	
To know that forgiveness is cancelling out wrongdoing or removing punishment.							✓	
To know that religious and non-religious people have ideas about the relationship between God and humans.				✓		✓		



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To know that rituals are a way of expressing beliefs and ideas about God.	<b>Substantive knowledge - Practices</b>				✓		✓	✓
To know that prayer, meditation and rituals are used to connect spiritually.			✓		✓			✓
To know that the way scriptures are used and treated reflects beliefs about their importance.					✓			
To know that water is often used in ceremonies and rituals to symbolise cleansing and purity.							✓	
To know that fire is often used in ceremonies and rituals to symbolise purity and remembrance.								✓
To know that worship can take many forms and often involves symbolism.						✓	✓	✓
To know that morals are our thinking about what is right and wrong.	<b>Substantive knowledge - Wisdom and morality</b>			✓		✓		
To know many religious and non-religious worldviews express the idea of a 'Golden Rule' relating to how we treat others.				✓				
To know that the teachings of a religious or non-religious worldview often link with a follower's life choices.				✓	✓	✓		
To know that people's views about what is right and wrong change over time and place.				✓				
To know that many factors affect our morals and life choices.				✓				

Year 3		<u>Respectful R&amp;W</u>	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	<u>Are scriptures central to religion?</u>	<u>What happens if we do wrong?</u>	<u>Why is water symbolic?</u>	<u>Why is fire used ceremonially?</u>
To know that for many people relationships with others and being part of a community are important.	<b>Substantive knowledge - Community and belonging</b>						✓	
To know that all communities have rules and guidance for how to live together.				✓	✓			
To know that ceremonies involving water and fire are important occasions for some communities.							✓	✓
To know that eternal flames are sometimes used as a sign of remembrance in a community.								✓
Identifying similarities and differences between religions and worldviews.	<b>Substantive knowledge- skills</b>	✓	✓	✓	✓	✓	✓	✓
Identifying similarities and differences within religions and worldviews.		✓	✓		✓	✓	✓	✓
Giving thoughtful insights about why some things are the same and others are different.			✓	✓	✓	✓	✓	✓
Exploring the ways diverse people and groups can work together for good.				✓				✓
Explaining links between religious and non-religious practices and their significance.				✓		✓	✓	✓
Recognising links with prior learning when encountering new content.				✓		✓	✓	✓
Reflecting on how others might see the world and how they can show respect for viewpoints different to their own.		✓		✓	✓	✓		
Asking questions about how people show their faith and considering why they might have these questions.					✓		✓	✓
Developing the ability to use empathy to identify and understand the feelings of others.				✓	✓	✓	✓	
Using increasingly complex vocabulary and explaining its meaning to others.				✓	✓	✓	✓	✓

Year 3		<u>Respectful R&amp;W</u>	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	<u>Are scriptures central to religion?</u>	<u>What happens if we do wrong?</u>	<u>Why is water symbolic?</u>	<u>Why is fire used ceremonially?</u>
Debating and discussing.	Disciplinary knowledge	✓	✓	✓	✓	✓		
Interpreting art.			✓		✓	✓	✓	
Listening to music.			✓					
Using first-hand accounts.			✓	✓		✓	✓	✓
Experiencing.			✓		✓		✓	
Using video or audio footage.			✓		✓	✓	✓	✓
Exploring stories or scriptures			✓	✓	✓	✓	✓	✓
Looking at artefacts				✓	✓			
Looking at photographs or images.						✓	✓	✓

Year 3		<u>Respectful R&amp;W</u>	<u>What makes us human?</u>	<u>Where do our morals come from?</u>	<u>Are scriptures central to religion?</u>	<u>What happens if we do wrong?</u>	<u>Why is water symbolic?</u>	<u>Why is fire used ceremonially?</u>
Discussing their own views about belonging, meaning, purpose and truth.	Personal knowledge	✓	✓			✓	✓	✓
Presenting different views thoughtfully and creatively, using evidence from learning.		✓	✓	✓	✓	✓	✓	✓
Asking open questions and suggesting responses.			✓	✓	✓	✓	✓	✓
Discussing their own and others' ideas about deciding what is right and wrong.				✓		✓		
Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning.				✓		✓		
Thinking about their own ideas about God in light of their learning, experiences and discussions.		✓	✓		✓	✓	✓	✓

Year 3	To know that some people who follow the <b>Jewish</b> worldview:	To know that some people who follow the <b>Christian</b> worldview:	To know that some people who follow the <b>Muslim</b> worldview:	To know that some people who follow the <b>Hindu</b> worldview:	To know that some people who follow the <b>Buddhist</b> worldview:
Worldview - related knowledge from the units	<ul style="list-style-type: none"> <li>Wear a tzitzit (prayer shawl) to remind them of God's guidance.</li> <li>Treat the Torah and Tanakh in special ways to show respect.</li> <li>Try to follow the 613 mitzvot for how to live.</li> <li>Follow The Ten Commandments as part of their moral code.</li> <li>Believe that through prayer they can be forgiven by God if they repent the wrongdoing.</li> <li>Believe they will be judged by God on how they have lived</li> <li>Try to live in a way that pleases God.</li> <li>Believe in seeking forgiveness and self-reflection, especially during Yom Kippur.</li> </ul>	<ul style="list-style-type: none"> <li>Believe that they can be forgiven by God if they repent of wrongdoing.</li> <li>Believe they will be judged by God on how they have lived.</li> <li>Believe Eve to have been the first person to sin (do wrong).</li> <li>Believe humans have an eternal soul.</li> <li>Read the Bible in a variety of translations and ways.</li> <li>Use prayer to ask for God's forgiveness.</li> <li>Use water for baptism, following the example of Jesus in the Bible.</li> <li>Follow The Ten Commandments as part of their moral code.</li> <li>Try to live in a way that pleases God.</li> <li>Take part in Baptism ceremonies.</li> </ul>	<ul style="list-style-type: none"> <li>Believe they will be judged by God according to their actions and intentions.</li> <li>Believe that water is sacred.</li> <li>Treat the Qur'an in special ways to show respect.</li> <li>Believe the Qur'an can only be fully understood if read with faith (iman).</li> <li>Use water to perform wudu prior to prayer and worship.</li> <li>Believe that the Qur'an provides them with guidance as to how to live according to Allah's will including The Five Pillars.</li> <li>Try to live in a way that pleases God.</li> </ul>	<ul style="list-style-type: none"> <li>Believe that Brahma's (God's) spirit is within every living thing as everything comes from him.</li> <li>Believe in reincarnation.</li> <li>Believe that karma is affected by actions.</li> <li>Use fire symbolically during marriage ceremonies and funerals.</li> <li>Use a flame or lamp as part of puja.</li> <li>Try to follow The Five Niyamas and The Five Yamas.</li> <li>Consider the consequences of their actions in light of karma.</li> <li>Use fire for cremation after death with family being involved in the funeral process.</li> <li>Scatter a person's ashes on the Ganges or another river.</li> </ul>	<ul style="list-style-type: none"> <li>Believe that the way they think and what they focus on are key to being human.</li> <li>Do not believe in a creator God or God as an external force in their lives.</li> <li>Meditate to ensure the mind is peaceful and focused.</li> <li>Believe that through regular meditation they can reach nirvana.</li> <li>Believe that they should try following The Five Precepts left by Buddha as a guide for everyday life.</li> <li>Believe that the way to avoid suffering is to follow The Noble Eightfold Path.</li> </ul>
	To know that some people who follow the <b>Shinto</b> worldview:	To know that some people who follow the <b>Zoroastrian</b> worldview:	To know that some people who follow the <b>Humanist</b> worldview:		To know that some people who follow the <b>Sikh</b> worldview:
	<ul style="list-style-type: none"> <li>Use water for ritual cleaning and as a symbol of nature.</li> </ul>	<ul style="list-style-type: none"> <li>Use fire as a symbol of purity and the light of God.</li> </ul>	<ul style="list-style-type: none"> <li>Believe there is no god.</li> <li>Believe that we have one life and we should make the most of it.</li> <li>Believe human beings evolved naturally and have the potential to lead good and happy lives.</li> <li>Consider what is morally right or wrong by thinking about the effect an action may have on others.</li> </ul>		<ul style="list-style-type: none"> <li>Use fire as part of funeral rituals.</li> <li>Use fire for cremation after death with family being involved in the funeral process.</li> <li>Scatter a person's ashes on body of water.</li> </ul>

Year 4		<u>Respectful R&amp;W</u>	<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	<u>Just how important are our beliefs?</u>	<u>Who was Jesus really?</u>	<u>Why is the Bible the best-selling book of all time?</u>	<u>Does the language of scripture matter?</u>
To know that religious and non-religious worldviews change over time for individuals and groups.	<b>Substantive knowledge - Beliefs</b>					✓	✓	✓
To know that people from different religions believe some of the same things.		✓	✓			✓		✓
To know that organised and personal religious beliefs change and develop over time.							✓	✓
To know that there are historical links and connections between religions.			✓			✓	✓	✓
To know that sacrifice means giving up something valued for the sake of something else.					✓			
To know that holy means divine, sacred or connected to God.				✓	✓		✓	✓
To know that there is evidence that Jesus was a real person and that people have different beliefs about his significance.							✓	

Year 4		<u>Respectful R&amp;W</u>	<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	<u>Just how important are our beliefs?</u>	<u>Who was Jesus really?</u>	<u>Why is the Bible the best-selling book of all time?</u>	<u>Does the language of scripture matter?</u>
To know that the way scriptures are treated and used reflects beliefs about their meaning and origin.	<b>Substantive knowledge - Practices</b>			✓	✓		✓	✓
To know that rituals and practices can be based on religious and cultural roots and that often these are interconnected.					✓			✓
To know that the ways scriptures are read and used changes over time.				✓			✓	✓
To know that people with similar worldviews may practice in different ways due to historical events.							✓	✓
To know that practices change over time.							✓	✓
To know that stories and scriptures give insights about how to live.	<b>Substantive knowledge - Wisdom and morality</b>		✓	✓				
To know that religious texts contain different types of writings.				✓			✓	✓
To know why the Christian Bible has a significant role in public life in many countries, including the UK.							✓	✓
To know that religious scriptures come from a range of sources and origins.				✓			✓	✓
To know that religious scriptures are written in different languages and this can affect interpretation.				✓			✓	✓

Year 4		<u>Respectful R&amp;W</u>	<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	<u>Just how important are our beliefs?</u>	<u>Who was Jesus really?</u>	<u>Why is the Bible the best-selling book of all time?</u>	<u>Does the language of scripture matter?</u>
To know that being part of a community with similar beliefs is important to some people.	<b>Substantive knowledge - Community and belonging</b>				✓			✓
To know that the history of religion affects how people see their own and others' communities.			✓					✓
To know that language used during worship and prayer is important for some people when connecting with the community.								✓
To know that for some people outward expressions of belief are important for a sense of belonging.					✓			
To know that disagreement and change happens in communities.							✓	✓
Identifying similarities and differences between religions and worldviews.	<b>Substantive knowledge- skills</b>		✓	✓	✓	✓		✓
Identifying similarities and differences within religions and worldviews.				✓	✓		✓	✓
Giving thoughtful insights about why some things are the same and others are different.			✓	✓	✓	✓		✓
Exploring the ways diverse people and groups can work together for good.			✓		✓		✓	
Explaining links between religious and non-religious practices and their significance.				✓	✓	✓		✓
Recognising links with prior learning when encountering new content.			✓	✓	✓	✓	✓	✓
Reflecting on how others might see the world and how they can show respect for viewpoints different to their own.			✓		✓	✓	✓	✓
Asking questions about how people show their faith and considering why they might have these questions.				✓	✓		✓	✓
Developing the ability to use empathy to identify and understand the feelings of others.			✓	✓		✓		
Using increasingly complex vocabulary and explaining its meaning to others.			✓	✓	✓	✓	✓	✓



Year 4		<u>Respectful R&amp;W</u>	<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	<u>Just how important are our beliefs?</u>	<u>Who was Jesus really?</u>	<u>Why is the Bible the best-selling book of all time?</u>	<u>Does the language of scripture matter?</u>
Exploring stories or scriptures.	Disciplinary knowledge		✓	✓		✓	✓	✓
Debating and discussing.		✓	✓	✓		✓	✓	✓
Analysing texts.			✓	✓		✓	✓	✓
Looking at photographs and images.			✓	✓	✓	✓		✓
Using first-hand accounts.			✓	✓	✓		✓	✓
Looking at artefacts.					✓			✓
Using surveys.					✓	✓	✓	
Interviewing others.					✓	✓		
Dramatising, role-play or dancing.						✓		
Interpreting historical sources.				✓		✓	✓	✓
Interpreting art.						✓	✓	✓
Using maps.								✓

Year 4		<u>Respectful R&amp;W</u>	<u>Are all religions equal?</u>	<u>What makes some texts sacred?</u>	<u>Just how important are our beliefs?</u>	<u>Who was Jesus really?</u>	<u>Why is the Bible the best-selling book of all time?</u>	<u>Does the language of scripture matter?</u>
Discussing their own views about belonging, meaning, purpose and truth.	Personal knowledge	✓			✓			✓
Presenting different views thoughtfully and creatively, using evidence from learning.		✓	✓	✓	✓	✓	✓	✓
Asking open questions and suggesting responses.		✓	✓	✓	✓	✓	✓	✓
Discussing their own and others' ideas about deciding what is right and wrong.		✓	✓			✓		
Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning.			✓			✓		
Thinking about their own ideas about God in light of their learning, experiences and discussions.						✓	✓	✓

Year 4	To know that some people who follow the <b>Jewish</b> worldview:	To know that some people who follow the <b>Christian</b> worldview:	To know that some people who follow the <b>Muslim</b> worldview:	To know that some people who follow the <b>Hindu</b> worldview:	To know that some people who follow the <b>Sikh</b> worldview:
Worldview - related knowledge from the units	<ul style="list-style-type: none"> <li>• Believe Jesus to be a radical Jewish leader at the time he lived.</li> <li>• Believe that God made a covenant with the Jewish people.</li> <li>• Believe that the prophets told of a messiah but that Jesus was not the messiah.</li> <li>• Take part in a Bar/Bat Mitzvah ceremony as a sign of becoming responsible for fulfilling the mitzvot.</li> <li>• Use mezuzah and tefillin to help remind them of God's word.</li> <li>• Believe the Torah should be written and read in Biblical Hebrew, translations are used but not considered to be fully accurate.</li> <li>• Study the Torah from childhood and learn to recite it.</li> <li>• Take part in a Bar/Bat Mitzvah ceremony.</li> <li>• Celebrate Yom Kippur (the Day of Atonement).</li> <li>• Choose to eat a kosher diet.</li> </ul>	<ul style="list-style-type: none"> <li>• Believe God wants to have a relationship with humans and this can be achieved through Jesus.</li> <li>• Believe Jesus was resurrected (raised from the dead) after his crucifixion.</li> <li>• Believe Jesus fulfilled prophecies from the Old Testament.</li> <li>• Celebrate Easter remembering Jesus' death and resurrection.</li> <li>• May choose to fast during Lent.</li> <li>• Take part in a confirmation ceremony as a young person.</li> <li>• Use the different types of writings (parables, letters, psalms, gospels and recounts) as an explanation of their faith and a central feature of their life.</li> <li>• Believe that the Bible is a collection of books told orally and then written by different people at different times.</li> <li>• -Read different translations of the Bible to help them understand its meaning.</li> <li>• Read the stories Jesus told (parables) for wisdom on how to live.</li> <li>• Believe that Jesus' teachings were radical in the historical and geographical context he was living in.</li> </ul>	<ul style="list-style-type: none"> <li>• Believe that as the Qur'an was originally written in Classical Arabic that is the more accurate language to read it in.</li> <li>• Believe that the Qur'an was revealed to Muhammad over 23 years, shared by recitation and written down by his companions after his death.</li> <li>• Study the Qur'an from childhood and learn to recite it.</li> <li>• Feel that they are part of a worldwide religious community (ummah).</li> <li>• Fast and give Zakat during Ramadan.</li> <li>• Choose to eat a halal diet.</li> </ul>	<ul style="list-style-type: none"> <li>• Believe that their religion goes beyond time and space and is therefore eternal.</li> <li>• Read from a variety of scriptures including what is sometimes referred to as the 'revealed truths' (shruti) and the 'remembered truths' (smriti).</li> <li>• Take part in a Upanayana ceremony.</li> </ul>	<ul style="list-style-type: none"> <li>• Believe in one God who is all-important and that the religion you follow does not matter</li> <li>• Believe in one God, known by many names, who created the world.</li> <li>• Believe that committing to trying to love God and do what he wants are more important to some than ceremonies, rituals and practices.</li> <li>• Treat the Guru Granth Sahib in special ways to show respect.</li> <li>• Wear five symbols, known as the Five Ks, as symbols of their faith.</li> <li>• Believe the Guru Granth Sahib to be the final Guru, in written rather than human form.</li> <li>• Believe the Guru Granth Sahib was compiled by one of the Gurus in Gurmukhi and includes teaching from Hindu and Muslim scholars.</li> <li>• Seek guidance and inspiration from the Guru Granth Sahib.</li> <li>• May wish to join or be initiated into the Khalsa through the Amrit Sanskar ceremony.</li> <li>• Wear a turban (men) as part of a cultural tradition.</li> </ul>
	To know that some people who follow the <b>Bahá'í</b> worldview:	To know that some people who follow the <b>Buddhist</b> worldview:		<ul style="list-style-type: none"> <li>• Believe that all religions are ways to understand and describe the same God.</li> <li>• Believe that there is one God.</li> </ul>	<ul style="list-style-type: none"> <li>• Believe the teachings of Siddhattha Gotama (known as the Buddha).</li> <li>• Use the Buddhist canon for guidance.</li> </ul>

Year 5		<u>Respectful R&amp;W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</u>
To know the meaning of atheist, agnostic and theist.	<b>Substantive knowledge - Beliefs</b>	✓			✓	✓	✓	
To know that people have different beliefs about what happens when we die.					✓	✓		
To know that some people believe in God, who may judge their actions when they die.					✓	✓		
To know that some people believe in life after death and others may believe death is the end of our life in any form.					✓	✓		
To know and use correctly the following vocabulary in relation to death: afterlife, reincarnation, soul, judgement, eternity, heaven and hell.					✓	✓		
To know that many people who are not religious believe in some form of afterlife.					✓	✓		
To know that in the UK religious beliefs are a protected characteristic.			✓					
To know that in some times and places people did not or do not have religious freedom.			✓					
To know that throughout history and in modern times people have had to protest or fight for religious freedom.			✓					
To know some of the ways that history, geography and leadership influence people's worldviews.				✓			✓	✓
To know that leadership and authority can impact people's worldviews.				✓			✓	✓
To know that worldviews impact the process of choosing leadership and authority.							✓	
To know that some people believe leaders are anointed (chosen by God).							✓	✓
To know that some people believe they will be reincarnated in a different form after death.					✓			

Year 5		<u>Respectful IR&amp;W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</u>
To know that funeral practices often reflect beliefs about life after death.	<b>Substantive knowledge - Practices</b>				✓	✓		
To know that funerals can be important to help people grieve.					✓	✓		
To know that some festivals commemorate times when religious freedom has been fought for (e.g. Bonfire night).		✓						
To begin to consider reasons for some people taking part in religious practices including belief, culture, tradition and obligation.					✓	✓		✓
To begin to consider some of the ways practices are influenced by culture, tradition, geography, leadership and history.					✓	✓		✓
To know that ideas about the afterlife come from many sources.	<b>Substantive knowledge - Wisdom and morality</b>				✓	✓		
To know that beliefs about life after death can affect how people choose to live their lives.					✓	✓		
To know that within and between religious and non-religious groups people may disagree about challenging issues.		✓			✓	✓		
To know that people are inspired and led by others from within and outside their community.		✓	✓				✓	
To begin to understand that scripture can be interpreted in different ways.			✓				✓	
To know that there are different ways to decide who becomes a leader or authority (democracy, bloodline) and these are not always agreed on.							✓	
To know that wisdom means thinking sensibly and taking into account knowledge and experience.							✓	
To know that guidance means advice, informance or rules given by someone in authority.							✓	

Year 5		<u>Respectful R&amp;W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</u>
To know that funerals can be important times for communities to support one another.	<b>Substantive knowledge - Community and belonging</b>				✓	✓		
To know that communities sometimes fight or protest for the rights of themselves or others.			✓					
To know that the community or group someone is part of shapes their sense of belonging.				✓				✓
To know that religious communities usually have a leader who carries out certain duties with or on behalf of the community.						✓	✓	✓
To know that some places are of particular significance due to historical, cultural and geographical reasons.							✓	✓
Interpreting expressions of the same concept by people whose worldview differs.	<b>Substantive knowledge - skills</b>				✓	✓		✓
Interpreting expressions of the same concept by people with the same worldview.					✓	✓	✓	✓
Exploring why people from the same religion may disagree.		✓	✓				✓	✓
Understanding and evaluating the value of diversity within religions and worldviews.		✓	✓	✓	✓	✓	✓	✓
Evaluating links between religious and non-religious traditions, beliefs and practices.					✓	✓		✓
Identifying increasingly subtle links with prior learning when encountering new content.		✓	✓	✓	✓	✓	✓	✓

Year 5		<u>Respectful R&amp;W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</u>
Considering the thoughts, feelings, experiences, beliefs and values of others.	<b>Substantive knowledge-skills</b>	✓	✓	✓	✓	✓		✓
Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.		✓	✓	✓	✓	✓		✓
Debating challenging issues with reference to learning and respect for content being debated.			✓		✓	✓	✓	
Using complex vocabulary confidently and in different contexts.		✓	✓	✓	✓	✓	✓	✓

Year 5		<u>Respectful R&amp;W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christianity always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</u>
Exploring stories or scriptures.	Disciplinary knowledge		✓	✓	✓	✓	✓	✓
Using surveys.								
Debating and discussing.			✓	✓	✓		✓	✓
Analysing texts.			✓	✓	✓	✓		✓
Looking at news reports.			✓				✓	
Looking at photographs and images.			✓	✓	✓	✓		✓
Using first-hand accounts.			✓	✓				✓
Using video or audio footage.				✓				✓
Interviewing others.			✓	✓				
Interpreting historical sources.				✓	✓		✓	✓
Listening to music.					✓			
Interpreting art.					✓	✓	✓	
Using maps.								✓



Year 5		<u>Respectful IR&amp;W</u>	<u>Why do people have to stand up for what they believe in?</u>	<u>Why doesn't Christiani ty always look the same?</u>	<u>What happens when we die? (Part 1)</u>	<u>What happens when we die? (Part 2)</u>	<u>Who should get to be in charge?</u>	<u>Why are some places in the world significant to believers?</u>
Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.	Personal knowledge	✓	✓		✓	✓		
Using creativity to present their own and others' ideas, explaining their choices.			✓	✓		✓		✓
Asking and exploring questions from different perspectives, including their own.		✓	✓	✓	✓	✓	✓	✓
Discussing ideas about how their own or another person's worldview influences their responses to ethical issues.					✓	✓	✓	
Expressing ideas about fairness, honesty, love, forgiveness, truth and peace.				✓		✓	✓	
Engaging in times of thoughtfulness and reflection and making links between own and others' experiences.				✓	✓	✓	✓	✓
Expressing their own thoughts about the existence and nature of God.		✓		✓	✓	✓	✓	✓

Year 5	To know that some people who follow the <b>Jewish</b> worldview:	To know that some people who follow the <b>Christian</b> worldview:	To know that some people who follow the <b>Muslim</b> worldview:	To know that some people who follow the <b>Hindu</b> worldview:	To know that some people who follow the <b>Sikh</b> worldview:
<b>Worldview - related knowledge from the units</b>	<ul style="list-style-type: none"> <li>Believe our actions and purpose in life might be more important than what happens when we die.</li> <li>Believe that their actions will be judged by God.</li> <li>Believe resurrection of the physical body or the soul might happen at some point after life.</li> <li>Believe the covenant between God and the Jewish people in the Torah to be central to their worldview.</li> <li>Prefer burial over cremation linking to their beliefs about resurrection.</li> <li>Treat a body in special ways after death showing their beliefs about resurrection.</li> <li>Read the Tenak to help them understand and respond to death.</li> <li>Consider the destruction of the first and second temple to be significant to their religion.</li> <li>Feel they are part of a worldwide community which started in Israel and spread across the world.</li> <li>Understand particular places to be significant to their religion based on scripture and historical events.</li> <li>Believe Israel and Jerusalem to be a significant place.</li> </ul>	<ul style="list-style-type: none"> <li>Believe in the Trinity (Father, Son and Holy Spirit).</li> <li>Believe God sent the Holy Spirit to be with people and that this spirit helps and guides them</li> <li>Believe that after death, a person's soul will either spend eternity with God or separated from God.</li> <li>Believe that their actions will be judged by God after death.</li> <li>Believe that sins can be forgiven.</li> <li>Include songs, Bible readings, prayers and liturgy in a funeral service at a church.</li> <li>Worship and pray in different ways depending on which denomination they belong to.</li> <li>Express their worldview in a way which reflects their culture.</li> <li>Celebrate Pentecost as when God sent the Holy Spirit to Earth and as the start of the Christian church.</li> <li>Interpret some teachings of the Bible differently or put emphasis on different aspects of key teaching depending on their denomination.</li> <li>Read the Bible to help them understand and respond to death.</li> <li>Belong to a particular denomination of the Christian church.</li> <li>Relate to their community in different ways depending on the context they live in.</li> <li>Have different buildings, artwork and dress based on culture, tradition and context.</li> <li>Hold the same key beliefs but may interpret and express them differently depending on their denomination.</li> </ul>	<ul style="list-style-type: none"> <li>Believe that they will be resurrected and judged by Allah after death on the day of judgement.</li> <li>Believe that depending on their actions during their life, their soul may enter Jannah or Jahannam.</li> <li>Believe that Allah is forgiving and compassionate so some bad actions may be forgiven.</li> <li>Treat a body in special ways after death showing to reflect their beliefs and values.</li> <li>Refer to the Qur'an to help them understand and respond to death and suffering.</li> <li>Are part of either the Sunni or Shi'a group who disagree on who would succeed Muhammad.</li> </ul>	<ul style="list-style-type: none"> <li>Believe in reincarnation as their soul being born into another body(samsara).</li> <li>Aim to escape samsara and reach moksha (spiritual freedom) through good karma.</li> <li>Treat a body in special ways after death, including symbolic actions.</li> <li>Read the Bhagavad Gita to help them understand and respond to death.</li> <li>Consider social status or sections of society to help them understand different roles in a community.</li> <li>Are committed to complete at least one pilgrimage in their lifetime, possibly to the River Ganges.</li> <li>Believe the River Ganges to be significant.</li> </ul>	<ul style="list-style-type: none"> <li>Believe in reincarnation.</li> <li>Celebrate Bandi Chhor Divas (commonly known as Diwali) remembering the story of Guru Hargobind.</li> <li>Follow the examples of the Gurus when thinking about standing up for their beliefs.</li> <li>Believe that the succession of Gurus was passed on to those who were spiritually liberated from birth and therefore able to continue Guru Nanak's message.</li> </ul>
	<b>To know that some people who follow the <b>Buddhist</b> worldview:</b>	<b>To know that some people who follow the <b>Humanist</b> worldview:</b>			
	<ul style="list-style-type: none"> <li>Believe in reincarnation.</li> <li>Read the story of Kisagotami to help them understand and respond to death.</li> <li>Go on a pilgrimage or retreat to places of significance.</li> </ul>	<ul style="list-style-type: none"> <li>Believe that there is no life after death.</li> <li>Recognise that things we have done in life can have an impact after our death (e.g. work, children, memories).</li> </ul>			

Year 6		<u>Respectful R&amp;W</u>	<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</u>	
To know the meaning of omnipotent (all powerful), omniscient (all knowing) and omnipresent (everywhere at all times).	<b>Substantive knowledge - Beliefs</b>	✓	✓		✓				
To know some of the ways that culture, history, geography and tradition influence people's worldviews.			✓	✓	✓			✓	
To know that some places are valued by certain people due to things that have happened there.						✓		✓	
To know that people from the same organised worldview often hold the same key beliefs but may interpret and express them differently.				✓	✓			✓	
To know that free will means a belief that humans are able to make their own choices and determine their own fate.							✓	✓	
To know that beliefs about the nature of God may impact people's ideas about and responses to suffering.							✓	✓	
To know that some people may use religious practises (e.g prayer, worship,) to help them in times of suffering.	<b>Substantive knowledge - Practices</b>					✓	✓		
To know that a pilgrimage is a journey to a place of religious significance.					✓				
To know that pilgrimages are an important part of some people's life.					✓				
To know that pilgrimage helps some people to feel close to God.					✓				
To know that visiting a place of personal, religious, cultural or historical significance can have a special meaning for many people.					✓				

Year 6		<u>Respectful R&amp;W</u>	<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</u>
To know that there are many reasons for some people taking part in religious practices including belief, culture, tradition.	Substantive knowledge - Practices		✓	✓	✓			✓
To know some of the ways practices are influenced by culture, tradition, geography and history.			✓	✓	✓			
To know that within and between religious and non-religious groups teaching about challenging issues can be contradictory and controversial.	Substantive knowledge - Wisdom and morality					✓	✓	
To know that writings from long ago can give people insight into modern day issues.						✓	✓	
To know that ideas and beliefs about suffering come from many sources.						✓	✓	
To know that some people use stories about how others became close to God to guide them in achieving the same aim.				✓	✓	✓		
To know that cultural, historical and geographical context can affect how scripture is interpreted.				✓	✓			
To know that people disagree on whether ancient writings are still relevant to modern life.			✓	✓				

Year 6		<u>Respectful R&amp;W</u>	<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</u>
To know that people respond in different ways when they see people in their community suffering.	<b>Substantive knowledge - Community and belonging</b>					✓	✓	
To know that shared challenge can bring people closer together.					✓		✓	
To know experiencing a pilgrimage together can help some people feel a sense of community and belonging.					✓			
To know that some people may find religious spaces special even if they are not part of that religion.					✓			✓
To know that some people often feel significant connection to a building or place.					✓			✓
To know that, for some, the people in a particular space are more important than the place itself.					✓			
To know that some practices might demonstrate belonging to a particular community.			✓	✓	✓		✓	
To know that shared practices can be important to give some people a feeling of belonging.			✓	✓	✓			

Year 6		<u>Respectful R&amp;W</u>	<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</u>
Considering the thoughts, feelings, experiences, beliefs and values of others.	<b>Substantive knowledge-skills</b>		✓	✓	✓	✓	✓	✓
Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.			✓	✓	✓	✓	✓	✓
Debating challenging issues with reference to learning and respect for content being debated.						✓	✓	✓
Using complex vocabulary confidently and in different contexts.		✓	✓	✓	✓	✓	✓	✓

Year 6		<u>Respectful R&amp;W</u>	<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</u>
Exploring stories or scriptures	Disciplinary knowledge	✓	✓	✓	✓	✓	✓	
Looking at artefacts			✓	✓				
Analysing texts			✓	✓		✓	✓	
Looking at news reports						✓		
Looking at photographs and images				✓	✓	✓	✓	✓
Using first-hand accounts				✓	✓	✓	✓	✓
Using surveys.								✓
Debating and discussing.						✓	✓	✓
Using video or audio footage.						✓		✓
Interpreting art.							✓	
Using maps.				✓		✓		✓
Experiencing						✓		

Year 6		<u>Respectful R&amp;W</u>	<u>Why does religion look different around the world? (Part 1)</u>	<u>Why does religion look different around the world? (Part 2)</u>	<u>Why is it better to be there in person?</u>	<u>Why is there suffering? (Part 1)</u>	<u>Why is there suffering? (Part 2)</u>	<u>What place does religion have in our world today?</u>
Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.	Personal knowledge		✓	✓		✓	✓	✓
Using creativity to present their own and others' ideas, explaining their choices.		✓			✓			✓
Asking and exploring questions from different perspectives, including their own.			✓	✓	✓	✓	✓	✓
Discussing ideas about how their own or another person's worldview influences their responses to ethical issues.						✓	✓	✓
Expressing ideas about fairness, honesty, love, forgiveness, truth and peace.						✓	✓	✓
Engaging in times of thoughtfulness and reflection and making links between own and others' experiences.			✓	✓	✓	✓	✓	✓
Expressing their own thoughts about the existence and nature of God.						✓	✓	✓



Year 6	To know that some people who follow the <b>Jewish</b> worldview:	To know that some people who follow the <b>Christian</b> worldview:	To know that some people who follow the <b>Muslim</b> worldview:	To know that some people who follow the <b>Hindu</b> worldview:	To know that some people who follow the <b>Sikh</b> worldview:
Worldview - related knowledge from the units	<ul style="list-style-type: none"> <li>• Believe that human beings have free will.</li> <li>• Reflect on stories from scripture to help them understand and respond to suffering.</li> <li>• Have different perceptions of the mitzvot and practice accordingly.</li> <li>• Eat certain dishes depending on their origins.</li> <li>• Dress in certain ways which show symbolism and belonging.</li> <li>• Practice differently depending on their interpretation of scripture (Orthodox or Reform).</li> </ul>	<ul style="list-style-type: none"> <li>• Believe the original sin was committed by the first humans and that this changed the relationship between God and humans (the fall).</li> <li>• Believe that human beings have free will.</li> <li>• Read modern translations of the Bible to help them understand the content in a modern day context.</li> <li>• Read the Bible to help them understand and respond to suffering.</li> <li>• Understand particular places to be significant to their religion based on scripture and historical events.</li> <li>• Pray in various ways to ask God for help at times of suffering.</li> <li>• Believe Jerusalem to be a significant place.</li> <li>• Know that in the medieval period, the Latin church, was involved in crusades relating to the Holy Land.</li> </ul>	<ul style="list-style-type: none"> <li>• Are committed to completing Hajj (pilgrimage) at least once in their lifetime.</li> <li>• Practice differently depending on the branch they are part of.</li> <li>• Go on Hajj as one of The Five Pillars.</li> <li>• Refer to the Hadith and Sunna (believed sayings and accounts of Muhammad) to help guide them in living a life of submission to God.</li> <li>• Understand particular places to be significant to their religion based on scripture and historical events.</li> <li>• Travel as part of a large group to join over two million members of the Muslim community at Hajj.</li> <li>• Wear special clothing during Hajj.</li> <li>• Dress in certain ways which show symbolism and belonging.</li> <li>• Believe that human beings have free will and refer to the struggle to make right choices as 'inner jihad'.</li> </ul>	<ul style="list-style-type: none"> <li>• Worship deities based on their connection to a specific place or area.</li> <li>• May be influenced to worship particular deities by family, culture, tradition and location.</li> </ul>	<ul style="list-style-type: none"> <li>• Believe that everything that happens is according to God's will (Hukam).</li> </ul>
	To know that some people who follow the <b>Zoroastrian</b> worldview:	To know that some people who follow the <b>Shinto</b> worldview:	To know that some people who follow the <b>Buddhist</b> worldview:		To know that some people who follow the <b>Humanist</b> worldview:
	<ul style="list-style-type: none"> <li>• Believe there is a constant battle between good and evil both spiritually and morally.</li> <li>• Believe that human beings have free will.</li> </ul>	<ul style="list-style-type: none"> <li>• Perform rituals both at home and at shrines.</li> <li>• Believe in spirits, gods or deities (kami) and may visit shrines to seek guidance, blessings and comfort from kami and give offerings.</li> </ul>	<ul style="list-style-type: none"> <li>• Believe all human life contains suffering and that by following the Noble eightfold path they may be released from suffering.</li> <li>• Read the story of Kisagotami to help them understand and respond to suffering.</li> <li>• Practise differently according to the form they follow.</li> <li>• Describe themselves as following a particular Buddhist form.</li> </ul>		<ul style="list-style-type: none"> <li>• Believe suffering to be caused either by human nature or the randomness of nature.</li> </ul>