

*Religion and
worldviews*



*Kapow
Primary™*

**Religious Education
Council curriculum
framework coverage —
mixed-age**

Introduction

Kapow Primary offers full coverage of the KS1 and KS2 [Curriculum Framework for Religious Education in England](#) (2013).

This document contains each end of key stage requirement from the Curriculum Framework and information about the units that will help pupils on their learning journey to meeting that statement by the time they finish Year 1/2 and Year 5/6.

Please note that the Curriculum Framework is not a statutory document and therefore the statements within it are not legal requirements as in the National curriculum. Many Religious Education locally agreed syllabi are based on this document, however.

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Development matters across Kapow Primary's units - EYFS: Reception

Development matters statements: Understanding the world Children in reception will be learning to:	What makes us special?	What are special times?	Why are some places special?	What makes the world special?	Why are some things special?	Why are some stories special?	Time to celebrate
Talk about members of their immediate family and community.	✓	✓	✓	✓	✓		✓
Name and describe people who are familiar to them.	✓						
Comment on images of familiar situations in the past.	Not covered in our R&W lessons. Please see our EYFS content for History .						
Compare and contrast characters from stories, including figures from the past.	✓					✓	
Draw information from a simple map.	Not covered in our R&W lessons. Please see our EYFS content for Geography .						
Understand that some places are special to members of their community.			✓				
Recognise that people have different beliefs and celebrate special times in different ways.	✓	✓	✓	✓	✓	✓	✓
Recognise some similarities and differences between life in this country and life in other countries.	Not covered in our R&W lessons. Please see our EYFS content for Geography .						
Explore the natural world around them.	Not covered in our R&W lessons. Please see our EYFS content for Geography and Science (coming soon!)						
Describe what they see, hear and feel whilst outside.							
Recognise some environments that are different from the one in which they live.							
Understand the effect of changing seasons on the natural world around them.							
Development matters statements: Personal, social and emotional development Children in reception will be learning to:	What makes us special?	What are special times?	Why are some places special?	What makes the world special?	Why are some things special?	Why are some stories special?	Time to celebrate
See themselves as a valuable individual.	✓						

Early learning goals across Kapow Primary's units - EYFS: Reception

<p>Early learning goals Understanding the World: People Culture and Communities Children at the expected level of development will:</p>	What makes us special?	What are special times?	Why are some places special?	What makes the world special?	Why are some things special?	Why are some stories special?	Time to celebrate
<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>		✓	✓		✓	✓	✓

<p>Early learning goals Understanding the World: Past and Present Children at the expected level of development will:</p>	What makes us special?	What are special times?	Why are some places special?	What makes the world special?	Why are some things special?	Why are some stories special?	Time to celebrate
<p>Talk about the lives of the people around them and their roles in society.</p>	✓	✓	✓	✓	✓		✓

Early learning goals across Kapow Primary's units - EYFS: Reception

<p>Early learning goals Understanding the World: People Culture and Communities Children at the expected level of development will:</p>	<p>What makes us special?</p>	<p>What are special places?</p>	<p>Why are some places special?</p>	<p>What makes the world special?</p>	<p>Why are some things special?</p>	<p>Why are some stories special?</p>	<p>Time to celebrate</p>
<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</p>							
<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>		✓	✓		✓	✓	✓
<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>							

<p>Early learning goals Understanding the World: Past and Present Children at the expected level of development will:</p>	<p>What makes us special?</p>	<p>What are special places?</p>	<p>Why are some places special?</p>	<p>What makes the world special?</p>	<p>Why are some things special?</p>	<p>Why are some stories special?</p>	<p>Time to celebrate</p>
<p>Talk about the lives of the people around them and their roles in society.</p>	✓	✓	✓	✓	✓		✓

Curriculum framework by Kapow Primary's units

Key Stage 1 - Curriculum framework for Religious Education non statutory content	Kapow Primary topics Key stage 1 - Year 1/2 Cycle A						
	Respectful R&W	What do some people believe God looks like?	How did the world begin?	Why should we care for the world?	Why do we need to give thanks?	How do we know some people have a special connectio n to God?	What is a prophet?
Pupils should be taught to:							
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.		✓	✓	✓	✓	✓	✓
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.			✓	✓	✓	✓	✓
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.		✓		✓	✓		
B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.				✓	✓		
B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.					✓		
B3. Notice and respond sensitively to some similarities between different religions and worldviews.	✓	✓	✓	✓	✓	✓	✓

Curriculum framework by Kapow Primary's units

<p>Key Stage 1 - Curriculum framework for Religious Education non statutory content</p> <p>Pupils should be taught to:</p>	<p>Kapow Primary topics Key stage 1 - Year 1/2 Cycle A</p>						
	Respectful R&W	What do some people believe God looks like?	How did the world begin?	Why should we care for the world?	Why do we need to give thanks?	How do we know some people have a special connection to God?	What is a prophet?
C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	✓	✓	✓		✓	✓	✓
C2. Find out about and respond with ideas to examples of co-operation between people who are different.				✓	✓		
C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.				✓			

Curriculum framework by Kapow Primary's units

Key Stage 1 - Curriculum framework for Religious Education non statutory content Pupils should be taught to:	Kapow Primary topics Key stage 1 - Year 1/2 Cycle B						
	Respectful R&W	What is God's job?	Why should we care for others?	How do we know that new babies are special?	What do candles mean to people?	How do some people talk to God?	Where do some people talk to God?
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.		✓	✓	✓	✓	✓	✓
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.		✓	✓		✓	✓	
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.			✓	✓		✓	✓
B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.			✓	✓	✓	✓	✓
B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.				✓		✓	✓
B3. Notice and respond sensitively to some similarities between different religions and worldviews.		✓	✓	✓	✓	✓	✓

Curriculum framework by Kapow Primary's units

Key Stage 1 - Curriculum framework for Religious Education non statutory content Pupils should be taught to:	Kapow Primary topics Key stage 1 - Year 1/2 Cycle B						
	Respectful R&W	What is God's job?	Why should we care for others?	How do we know that new babies are special?	What do candles mean to people?	How do some people talk to God?	Where do some people talk to God?
C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.		✓		✓	✓		
C2. Find out about and respond with ideas to examples of co-operation between people who are different.			✓				
C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.			✓				

Curriculum framework by Kapow Primary's units

Key Stage 2 - Curriculum framework for Religious Education non statutory content Pupils should be taught to:	Kapow Primary topics Key stage 2 - Year 3/4 Cycle A						
	Respectful R&W	What makes us human?	Why is water symbolic?	What makes some texts sacred?	Who was Jesus really?	Why is fire used ceremonially?	Why is the Bible the best-selling book of all time?
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.		✓	✓	✓	✓	✓	✓
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.			✓	✓	✓	✓	✓
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.		✓	✓	✓	✓	✓	✓
B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.		✓	✓	✓	✓	✓	✓
B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.						✓	✓
B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	✓	✓	✓	✓	✓	✓	✓

Curriculum framework by Kapow Primary's units

Key Stage 2 - Curriculum framework for Religious Education non statutory content Pupils should be taught to:	Kapow Primary topics Key stage 2 - Year 3/4 Cycle A						
	Respectful R&W	What makes us human?	Why is water symbolic?	What makes some texts sacred?	Who was Jesus really?	Why is fire used ceremonially?	Why is the Bible the best-selling book of all time?
C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.	✓	✓	✓		✓	✓	✓
C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.						✓	✓
C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.		✓					✓

Curriculum framework by Kapow Primary's units

Key Stage 2 - Curriculum framework for Religious Education non statutory content Pupils should be taught to:	Kapow Primary topics Key stage 2 - Year 3/4 Cycle B						
	Respectful R&W	Are scriptures central to religion?	Where do our morals come from?	Are all religions equal?	What happens if we do wrong?	Just how important are our beliefs?	Does the language of scripture matter?
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.		✓				✓	✓
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.		✓	✓		✓		✓
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.		✓	✓	✓	✓	✓	✓
B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.		✓	✓		✓	✓	✓
B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.						✓	
B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.		✓	✓	✓	✓	✓	✓

Curriculum framework by Kapow Primary's units

Key Stage 2 - Curriculum framework for Religious Education non statutory content Pupils should be taught to:	Kapow Primary topics Key stage 2 - Year 3/4 Cycle B						
	Respectful R&W	Are scriptures central to religion?	Where do our morals come from?	Are all religions equal?	What happens if we do wrong?	Just how important are our beliefs?	Does the language of scripture matter?
C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.		✓	✓	✓	✓	✓	
C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.			✓	✓			
C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.			✓	✓	✓		

Curriculum framework by Kapow Primary's units

<p>Key Stage 2 - Curriculum framework for Religious Education non statutory content</p> <p>Pupils should be taught to:</p>	<p>Kapow Primary topics Key stage 2 - Year 5/6 Cycle A</p>						
	Respectful R&W	Why do people have to stand up for what they believe in?	Why do Dharmic religions look different around the world?	What happens when we die? (Part 1)	What place does religion have in our world today?	What happens when we die? (Part 2)	Who should get to be in charge?
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.		✓	✓	✓		✓	✓
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.		✓	✓	✓		✓	✓
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	✓	✓	✓	✓		✓	✓
B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.			✓	✓	✓	✓	✓
B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.		✓	✓		✓		✓
B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	✓	✓	✓	✓		✓	✓

Curriculum framework by Kapow Primary's units

Key Stage 2 - Curriculum framework for Religious Education non statutory content Pupils should be taught to:	Kapow Primary topics Key stage 2 - Year 5/6 Cycle A						
	Respectful R&W	Why do people have to stand up for what they believe in?	Why do Dharmic religions look different around the world?	What happens when we die? (Part 1)	What place does religion have in our world today?	What happens when we die? (Part 2)	Who should get to be in charge?
C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.		✓	✓	✓	✓	✓	✓
C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.		✓	✓	✓	✓	✓	✓
C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.		✓		✓	✓	✓	✓

Curriculum framework by Kapow Primary's units

<p>Key Stage 2 - Curriculum framework for Religious Education non statutory content</p> <p>Pupils should be taught to:</p>	<p>Kapow Primary topics Key stage 2 - Year 5/6 Cycle B</p>						
	Respectful R&W	Why doesn't Christianity always look the same?	Why are some places in the world significant to believers?	Why do Abrahamic religions look different around the world? (Part 1)	Why is there suffering? (Part 1)	Why is it better to be there in person?	Why is there suffering? (Part 2)
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.		✓	✓	✓		✓	
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.		✓	✓	✓	✓	✓	✓
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.		✓	✓	✓	✓	✓	✓
B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.		✓	✓	✓	✓	✓	✓
B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.		✓	✓	✓	✓	✓	✓
B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.		✓	✓	✓	✓	✓	✓

Curriculum framework by Kapow Primary's units

<p>Key Stage 2 - Curriculum framework for Religious Education non statutory content</p> <p>Pupils should be taught to:</p>	<p>Kapow Primary topics Key stage 2 - Year 6</p>						
	Respectful R&W	Why doesn't Christianity always look the same?	Why are some places in the world significant to believers?	Why do Abrahamic religions look different around the world? (Part 1)	Why is there suffering? (Part 1)	Why is it better to be there in person?	Why is there suffering? (Part 2)
C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.		✓	✓	✓	✓	✓	✓
C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.			✓	✓		✓	✓
C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.			✓		✓	✓	✓

Version history

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12.08.24	First published.
03.09.24	Added EYFS: Reception (p.3-4)